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ABSTRACT

This manual presents information on designing and delivering a summer learning program whose goal is to provide an opportunity for students to experience academic success and positive self-esteem through reading fluency and comprehension. Sections of the manual address background and policies (on student and teacher selection, student promotion, class size, and field experiences); timelines and budget; personnel (job application and descriptions); curriculum and instruction (literacy teaching frameworks, sample daily schedules and lesson plans, books/materials/supplies lists); results (selection of survey instruments, and student, teacher, and parent survey instruments); professional development (syllabi and daily agendas, facilitator competencies and job descriptions, staff development standards, and facilitator biographies); and home connection (parent and student notification letter and orientation agenda, activities, student report form, word lists, and accomplishments of successful learners). (RS)

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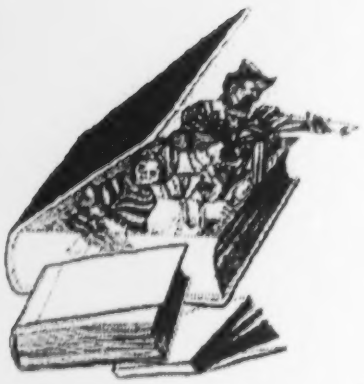
MECCA Summer Learning Camp



Read to Succeed

Manual to Design and Deliver a Summer Bridges Program

A Partnership Among Brooklyn School District #188, Cahokia School District #187, East St. Louis School District #189, Madison School District #12, Venice School District # 3, Southern Illinois University at Edwardsville and the Illinois State Board of Education

April, 1999

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CS 013 581

Dear Summer Bridges Educators:

We are pleased that your district has chosen to participate in the 1999 "Summer Bridges" Program. This cooperative effort of the Governor's Office and State Board of Education will provide an opportunity for students to experience academic success and positive self-esteem through reading fluency and comprehension.

The framework for this program and the contents of this manual have been based on the work of the five districts in the Metro East Consortia for Child Advocacy (MECCA). We acknowledge the forward thinking of the MECCA districts in identifying extended learning and professional development as two critical components to improve reading achievement in Illinois. Their 1998 pilot summer learning camp program was helpful in understanding what works and what doesn't work, developing an integrated extended day program, and combining research-based practices in reading and professional development. We appreciate their willingness to share their process and materials with other districts statewide.

In anticipation of the funding approval from the legislature, we look forward to hearing of your successes this summer. We hope to expand our knowledge about how a "Summer Bridges" program can improve reading and writing for students statewide. We encourage you to invite your local legislators to the Summer Bridges program so they can see how state funds can be targeted in an effective and efficient way to improve learning.

Sincerely,

Hazel Loucks
Deputy Governor for Education

Glenn W. McGee
State Superintendent of Education

Read to Succeed: Summer Learning Camp Manual

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Background and Policies

Metro East Consortia for Child Advocacy (MECCA)

MECCA is a Consortia of five districts (Brooklyn, Cahokia, East St. Louis, Madison, and Venice) which share common educational issues and are characterized by traditionally low performing students in high poverty areas. The five districts were brought together in the fall of 1997 by Representative Yvetter Younge in an effort to find collaborative solutions to these common challenges. The Illinois State Board of Education was asked to become a partner in the Consortia to broker resources and contribute to efficient and effective solutions. Ted Sanders, President of Southern Illinois University, was asked to join the Consortia later that year to assist in long-range planning for systemic reform. The Governing Board of the Consortia meets monthly to coordinate, communicate, and oversee the work of the Consortia. Goals for 1998-99 focused on four areas: professional development, extended learning (summer and after school), early childhood education and comprehensive school reform. This document highlights MECCA's comprehensive and collaborative approach to respond to the extended learning goal as it relates to summer learning.

During the summer of 1998, a pilot summer school was held in three of the participating districts (Brooklyn, Cahokia and East St. Louis). This pilot was highly successful* and the Governing Board agreed to devote the entire amount of a $250,000 legislative appropriation to summer learning. In November 1998, the Governing Board identified a summer planning group representing the five member districts. This planning group met monthly from November-April to design the summer learning camp. The Governing Board and Summer Planning Group members are:

District	Governing Board Member	Planning Representative	Position
Brooklyn District 188	Sandra K. Ellis, Superintendent	Stephon Humphrey Cathy Calvert Mary Chaney (joined April, 1999)	K-12 Art Teacher Principal Teacher, Title 1 Funded
Cahokia District 187	Bob Bresnahan, Superintendent Jane Knight, Curriculum Director Lora Jones, General Coordinator	Lora Jones Linda Goldsmith Jan Pichon Barbara Larson	Principal Teacher Teacher Teacher
East St. Louis District 189	Nate Anderson, Superintendent Stephanie Carpenter, Assistant Superintendent	Stephanie Carpenter Marletta Webb Ruby Hudson Marjesta McFadden Deirdre Warren	Assistant Superintendent Teacher Director for Title 1 Funds Language Arts Supervisor Assistant Supervisor for Title 1 Funds
Illinois State Board of Education	Sheryl Poggi	Sheryl Poggi	Division Administrator
Madison District	Gary Allison, Superintendent	Olivia Steptoe Lorraine Turner	Teacher Parent Coordinator
Venice District	James Doughty, Superintendent Debra Williams, Speech Language Therapist	Debra Williams	Speech Language Therapist

*An evaluation report is available upon request.

MECCA District Elementary School Profiles

	Brooklyn District #188 - 1 school	Cahokia District #187 - 7 schools	East St. Louis District #189 – 19 schools	Madison District #12 2 schools	Venice District #3 1 school	Statewide Average
Demo-graphics	Information from the 1998 Illinois School Report Card provides a profile of the students served by the district.					
Total District K-6 Enrollment	144	2885	7228	573	312	1,951,998
Mobility Rate	30.4	13.8%-56.1%	16.8%-135.4%	49.8%– 40.1%	4.9%	18.2%
% Low-Income	90.3%	57.6%-75.3%	70.2%-100%	91.3%-96.1	90.1%	36.3%
% Special Ed.	13.88%				19%	
% African American	100%	49.5%-87.1%	86.3% - 100%	78.7% - 99.2%	91.7%	20.8%
% Hispanic	0	.3%-2.1%	.3% - 12.8%	.3%	.3%	13.3%
% White	0	12.9%-49.5%	.2% -.9%	.8%-18.3%	7.1%	62.5%
% Does Not Meet State Reading Standards	50% - 3rd Grade 60% - 6th Grade	40% - 3rd Grade 53% - 6th Grade	58% - 3rd Grade 58% - 6th Grade	63% - 3rd Grade 50% - 6th Grade	62% - 3rd Grade 42% - 6th Grade	28% - 3rd Grade 30% - 6th Grade
Attendance	92%	92.8%-94.6%	90.7%- 93.4%	90.5%-93.4%	94.7%	93.9%
Reading Program	Describes reading programs and materials used by the district at elementary level.					
Accelerated Reader	Pending	Yes in all schools/STAR	Yes in 3 schools			
Waterford Reading Prog.		Yes in kindergarten	Yes in first and kindergarten			
Reading Recovery		Yes in all schools	Yes in 7 schools	Yes in both schools		
Basal Reader	MacMillan	Scott-Foresman	Houghton-Mifflin	Steck-Vaughn	Silver-Burdett	
English Literacy Instruction (ELI)		Literacy Coordinators at 4 schools, 1999 implementation, Comprehensive Reform Grant	Yes in 2 schools			
District Assessment	Stanford Achievement MacMillan informal	CAT-5 Local Assessments	CAT-5	MAT-7	CAT-5 (considering Terra-Nova in 1999-2000)	
America Reads			Yes in selected schools			
Mentors Program	Student mentors K-12	Not organized		Summer only		
Tutor Program	Vocational	Violence Prevention After School Grant, in all schools, grades 2-5	21st Century After School Grant in 6 schools	Yes, 2 X /week for one hour	21st Century After School Grant serving 150 students	
Other (Specify)	Marie Carbo Pals Latchkey Camp Wyman Extended Day Homework Mondo Condo Lightspan Network	Title 1 school wide in all schools, all Accelerated Schools, Annual Reading Night	Title 1 school wide in all schools		Title 1 school wide, moving toward balanced literacy program	

Philosophy of MECCA Summer Learning Camp

Reading is the construction of meaning from the written word. While the reading community has debated the most appropriate approach to teach reading for the past 30 years, current research has demonstrated the merits of an integrated and balanced approach. This research is reflected in the ISBE Reading Policy and the best practices identified through the Right to Read Initiative. The Summer Learning Camp planning group reviewed the fourteen best practices and adopted them as the basis of the *Read to Succeed* effort.

Best Practices in Reading

Teachers provide explicit instruction, build word knowledge, and directly teach skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, use of context clues) with and without the use of text.

Teachers routinely monitor and assess the reading levels and progress of individual students. This ongoing evaluation is aligned to and informs instruction.

Teachers plan instruction considering three phases: before, during and after reading.

Teachers routinely self-reflect and collaborate on instructional practices and student progress within the school and the district.

Teachers facilitate students' conceptual knowledge of Ill. Eng. Lang. Arts standards.

Students have opportunities for sustained reading (oral and/or silent) every day to increase fluency and vocabulary.

Students have broad, frequent reading and writing experiences (multiple reading genres and writing styles). Reading to students at all grade levels is part of this broad experience.

Students have opportunities to read at their instructional level every day.

Students have extensive opportunities to read for a variety of purposes and to apply what is read every day. Discussion and writing are used by students to organize their thinking. They read for specific purposes and reflect on what they read.

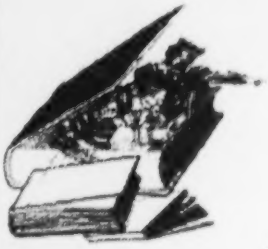
Students are taught and given opportunities to build vocabulary concepts and to practice and apply comprehension strategies for constructing meaning, including making and confirming predictions, visualizing, summarizing, drawing inferences, generating questions, making connections, self-monitoring, and clarifying misunderstandings.

Students are taught and given opportunities to use cognitive strategies to synthesize, analyze, evaluate and make applications in authentic situations.

Reading and writing are integrated and used as tools to support learning in all curricular content areas.

Literacy rich environments display words and print everywhere, provide opportunities and tools that engage students in reading and writing activities, and celebrate students' reading and writing efforts. Each classroom has an extensive collection of reading materials with a wide range of high-interest fiction and non-fiction books that motivate and support reading and writing on a variety of levels. The room design supports whole group, small group and individual instruction.

Families, communities, and schools collaborate to support literacy development of students at home and school.



Characteristics of Effective Summer Extended Learning

The MECCA Governing Board was firm about using research-based practices not only in reading, but also in designing an effective summer experience for students and staff. A review of the literature on extended learning, yielded this list of characteristics of effective summer learning programs. The Board continuously reviewed these characteristics while designing this Manual.

1. Clearly developed goals and strong management with a governance structure that has oversight and accountability to all partners are essential. Procedures/policies that protect children and staff are critical.

2. Qualified and committed staff who have clearly defined roles and responsibilities and who are provided with systemic opportunities for staff development. Employment and retention of qualified staff including volunteers are essential. Low staff-to-student ratio and small group size matter.

3. Safe and accessible locations with adequate space for indoor and outdoor activities are needed. Nutritious snacks and meals should always be provided.

4. Collaboration with community-based organizations, juvenile justice agencies, law enforcement, youth groups and social service agencies ensure coordinated, unduplicated services/resources and builds on the strengths of each contributor.

5. Strong family involvement attends to the needs of working parents, accommodates family schedules, makes programs affordable, ensures transportation, and involves them in planning and decision-making.

6. Coordination involves alignment with the state learning standards, using engaging strategies and insuring an inviting and stimulating learning environment. Enrichment activities such as field experiences and opportunities for students are important to make connections and experience authentic learning.

7. Individual and collective planning time for the extended learning staff is necessary to establish and maintain relationships and to coordinate facilities and resources.

8. Evaluation of program progress and effectiveness can be accomplished through collection, analysis and interpretation of quantitative and qualitative data for continuous improvement. Assessment criteria should determine student progress.

9. A minimum of 90 hours of prime instructional time (excluding field experiences, pre and post testing, and other out-of-classroom experiences are required by Illinois law.

10. Quality instructional materials must be used to offer students' experiences with a variety of texts and genres.

Characteristics of Effective Interventions for Struggling Readers

Effective interventions for struggling readers are based on a balanced literacy program that:

- Holds them to the same learning standards that are expected of students who do not struggle to learn to read.

- Offers more intensive support, scaffolding and feedback to struggling readers than would be provided to those who do not struggle.

- Provides students with daily opportunities to read easy materials that are within their independent reading level, as a way of helping them consolidate important skills.

- Provides students with daily opportunities to read challenging materials in a teacher guided setting, as a way of stretching their reading skills and their knowledge about new topics and ideas.

- Provides daily opportunities to listen to even more challenging books, as a way of engaging their comprehension skills, expanding their oral language vocabulary, and developing new conceptual knowledge.

- Provides daily opportunities to write authentic texts (texts that convey information to real audiences) and use writing to reinforce their emerging word-level reading skills.

- Teaches important word reading, comprehension, writing and monitoring skills and processes directly and explicitly.

- Demonstrates ways in which reading and writing can make them more independent learners.

- Attends to motivational matters, such as:
  - helping students select relevant, interesting materials to read and topics to write about,
  - structuring tasks for success,
  - providing frequent feedback and modeling for important skills and strategies, and
  - ensuring that these students have opportunities to engage in discussions with classmates who do not struggle.

From *Evaluation of the Goals 2000 Summer Reading Programs* – Interim Report – November, 1998
Prepared by Michigan State University, University of Michigan and Ingham Intermediate School District.

Goals and Responsibilities for MECCA Summer Learning Camp "Read to Succeed"

Goals

Provide summer learning opportunities which will allow participating students to become strategic readers who achieve the Illinois English Language Arts Learning Standards.

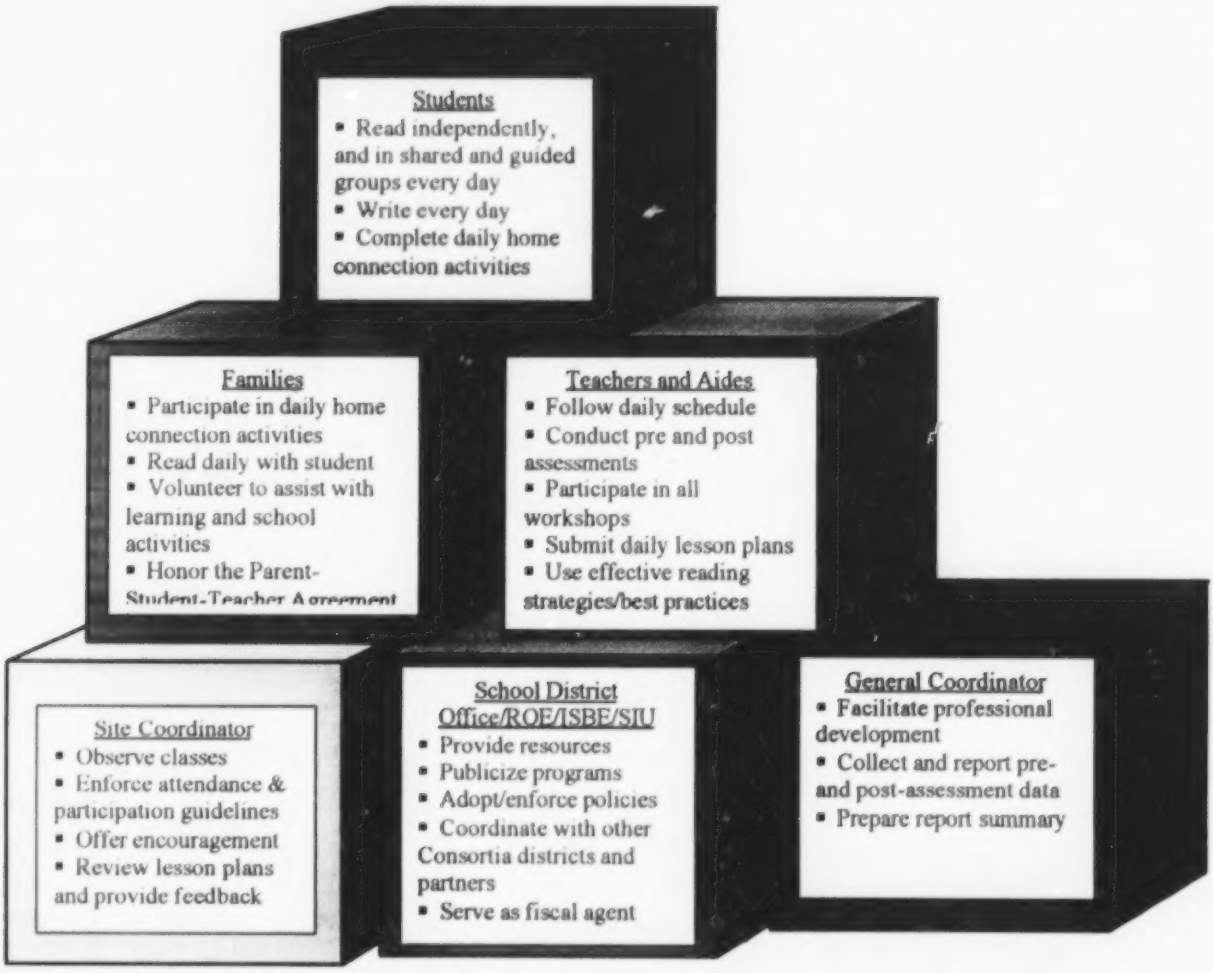
Provide daily curriculum and instruction that engage students and motivate them to read for purpose and pleasure.

Design literacy rich classrooms that display words and print, have an extensive collection of reading materials and use a design that supports whole group, small group and individual instruction.

Increase the knowledge of and use of best practices in reading by all participating teachers.

Responsibilities

Several primary partners are responsible for the achievement of the above goals: Students, Families, Teachers, Teacher Aides, Site Coordinators, General Summer Learning Coordinator, Southern Illinois University at Edwardsville staff, School District Office staff, Regional Office of Education staff and the Illinois State Board of Education (ISBE) staff. The responsibilities of partners are described below.


Students
• Read independently, and in shared and guided groups every day
• Write every day
• Complete daily home connection activities
Families
• Participate in daily home connection activities
• Read daily with student
• Volunteer to assist with learning and school activities
• Honor the Parent-Student-Teacher Agreement
Teachers and Aides
• Follow daily schedule
• Conduct pre and post assessments
• Participate in all workshops
• Submit daily lesson plans
• Use effective reading strategies/best practices
Site Coordinator
• Observe classes
• Enforce attendance & participation guidelines
• Offer encouragement
• Review lesson plans and provide feedback
School District Office/ROE/ISBE/SIU
• Provide resources
• Publicize programs
• Adopt/enforce policies
• Coordinate with other Consortia districts and partners
• Serve as fiscal agent
General Coordinator
• Facilitate professional development
• Collect and report pre- and post-assessment data
• Prepare report summary

MECCA Summer Learning Policies

Student Selection

First priority placement is for any student who has failed reading or writing based on classroom assessment and any student who does not meet reading and writing standards as measured by the ISAT. Second priority is for any student who has missed at least 10% of the school year. Third priority is for students who are referred by the regular classroom teacher. Third priority students are served based on space availability.

Teacher Selection

Teacher selection is based on demonstrated evidence of excellent teaching skills through references, availability for entire summer learning camp, and agreement to attend all professional development days before and during summer learning camp time. Preference is given to teachers who have experience and credentials in teaching reading and writing for elementary grades. All teachers are required to use and apply the strategies learned during professional development opportunities and complete daily lesson plans according to a prescribed format. All teachers must complete an application, have a criminal background check and complete all paperwork required by Southern Illinois University-Edwardsville.

Student Promotion

Students who demonstrate at least six months gain will be considered for promotion to the next grade level. Any student who does not achieve this gain will be individually reviewed in conference with the parent/guardian and in consideration of the local district promotion policy. Options may be retention, transition placement, trial placement in the next grade, additional extended learning opportunities during the regular school year or any other option agreed to by the school and parent/guardian. Students who miss more than two days of summer learning camp will be required to have a parent-teacher conference immediately. Any promotion procedures must be consistent with the individual district policy that was adopted in September, 1998.

Class Size

Class size is limited to a maximum of 15 students and a minimum of 10 students. If a class has less than 10 students, classes can be combined to achieve the maximum number of 15. In extenuating cases, up to two additional students may be added to a classroom for a maximum total of 17. The general coordinator, site coordinator and classroom teacher must mutually agree to this class limit exception.

Student-Parent-Teacher Agreement

Each student, parent and teacher is required to sign an agreement that defines the expectations and responsibilities for participation. Failure to sign an agreement results in the student not participating in summer learning camp and therefore, not promoted to the next grade. (Refer to page 12 for Agreement.)

Student Field Experiences

Any student field experience during summer learning camp instructional time must supplement the goals of the program, i.e., foster development of reading and writing. Only one off-site experience may be offered. Family field experiences may be added to supplement summer learning camp using other local resources.

MECCA Summer Learning Student-Parent-Teacher Agreement

We are all committed to _____'s (Student Name) progress in summer learning camp to become a successful reader and writer. Together, we can achieve success.

As a PARENT/GUARDIAN, I am responsible to:

- Encourage my child to succeed.
- See that my child is punctual and attends school regularly. Failure to complete 22 full days of attendance will result in probationary status and possible non-promotion to the next grade.
- Support the school in its efforts to maintain proper discipline.
- Provide a quiet study time at home to encourage good study habits.
- Find out how my child is progressing by attending conferences, looking at student work, or calling or visiting the school.
- Read with my child and let my child see me enjoy books.

_____
Parent/Guardian Signature

As a STUDENT, I am responsible to:

- Work to the best of my ability.
- Attend school regularly.
- Follow school and classroom rules at all times.
- Complete my homework and read for pleasure each day.
- Successfully complete daily classroom work as required by the classroom teacher.
- Come to school rested and ready to learn.

_____
Student Signature

As a TEACHER, I am responsible to

- Believe that your child can succeed in the Summer Learning Camp.
- Provide motivating and enjoyable learning experiences in my classroom.
- Explain my expectations and instructional goals to students and parents.
- Communicate and cooperate with each parent about the summer educational experience.
- Use techniques and materials that work best for the student.
- Implement classroom and school rules consistently and fairly to ensure a safe learning environment.
- Provide support to parent/guardian to help the child become a successful learner.

_____
Teacher Signature

Plan/Budget

Timeline and Activities for Designing and Delivering MECCA Summer Learning Camp

October 1998	▪ Form planning group representative of teachers and administrators from each participating district ▪ Select general program coordinator
November 1998	▪ Convene planning group to draft policies ▪ Draft applications and informational materials
December/ January 1999	▪ Distribute applications to teachers and aides ▪ Solicit sponsors and supporting grants ▪ Employ general coordinator
February 1999	▪ Select teachers and aides ▪ Determine transportation and food service requirements ▪ Determine/select materials and assessment tools
March 1999	▪ Notify teachers of selection ▪ Select site coordinators and secretaries
April 1999	▪ Conduct first workshop for orientation and assessment ▪ Purchase materials and supplies ▪ Provide professional development to staff on reading inventories
May 1999	▪ Organize materials and supplies for each classroom ▪ Provide teachers with class roster, building and room assignments ▪ Conduct student pre-assessments ▪ Notify parents of student selection to participate
June 1999	▪ Prepare classrooms ▪ Conduct orientation for parents and students ▪ Obtain signed parent-student-teacher agreement ▪ Complete student literacy habits survey ▪ Complete parent survey ▪ Complete teacher survey ▪ Begin summer learning camp
July 1999	▪ July 5 – Holiday ▪ Provide professional development to staff on reading and writing strategies ▪ Complete post teacher survey ▪ Complete post parent survey ▪ Complete post student literacy habits survey ▪ Conduct student post-assessment ▪ Conclude Summer Camp – July 30
August 1999	▪ Analyze and report student assessment and attendance data ▪ Analyze and report student survey data ▪ Analyze and report teacher and parent surveys and attendance
September 1999	▪ Send final report to Governing Board ▪ Governing Board review of report and make recommendations for FY2000

Summer Learning Camp Parameters
Established by MECCA Governing Board

The MECCA summer learning camp will:

- Be based on the Illinois English Language Arts Standards.
- Use a balanced approach to literacy acquisition.
- Require parent/family involvement.
- Use engaged learning strategies based on the Illinois Right to Read 14 Best Practices in Reading.
- Use a four-day student participation week and a five-day teacher participation week.
- Use technology to support learning whenever possible (given site resources).
- Include one education field experience directly related to curriculum.
- Provide career awareness experiences.
- Use assessment to determine strengths and needs of students and to measure student growth.
- Create a learning environment that fosters student learning.
- Provide healthy snacks or meals each day.
- Establish clear expectations for students and adults.
- Maintain a class size between 10 to 15 students per teacher (17 maximum by exception).
- Provide common lesson plans.
- Provide professional development using National Staff Development Council standards.
- Provide resources so there is "no excuse" not to be successful.
- Provide support throughout the school year.

1999 MECCA Summer Learning Camp Budget

Projected Participants District	Number of Teachers	Number of Classroom Aides	Number of Site Coordinators	Number of Students	Grade Levels Served
Brooklyn	4	2	1	75	K-8
Cahokia	30	10	3	450	1-6
East St. Louis	30	10	6	450	1-5
Madison	19	6	1	280	1-6
Venice	5	2	1	75	1-5
TOTAL	**88**	**30**	**12**	**1330**	

Item	Stipends	Consultants	Materials/ Supplies	Support Services	Food	TOTAL
Personnel						
Teacher stipend for professional development and instructional time	$2800 X 88 X .0765 social security					$246,400 +18,850 **=$265,250**
Site Coordinator	$4500 X 8 $1500 X 4 *					**$ 39,000**
Secretarial Position	$1200 X 12					**$ 14,400**
Classroom Aide	$1000 X 30					**$ 30,000**
General Coordinator	$10,000					**$ 10,000**
Substitute teachers	$50 X8 X 15					**$ 3,750**
Non-Personnel Costs						
Professional Development		5 facilitators X $300 X 10 days **=$15,000**	$40/ participant X 140*** = **$5600**		$40/ participant X 140 = **$5600**	**$26,200**
Instructional Support (materials, supplies)			$1000 X 88 classrooms = **$88,000**	Transportation for field trip $100/bus X 26 X = **$2600**		**$90,600**
Transportation	Individual District Responsibility					
Food/Food Services						
TOTAL						**$479,200****

- * East St. Louis provides a four-week enrichment summer school for students who generate Title 1 funding. Through Title 1 funds, secretarial services and site coordinators are provided at each site. Funding from MECCA for site coordinators is only needed for the two additional weeks.
- Two grants are issued to partially cover expenses. **One grant is awarded to Cahokia School District in the amount of $ 116,800 to cover all non-personnel costs. The other grant is awarded to Southern Illinois University in the amount of $ 133,200 to partially cover personnel costs.** The balance of funds to cover personnel costs after July 1, 1999 will be requested from the state Summer Bridges program. If Summer Bridges funds are not available, districts will either use local funds or reduce the number of students participating depending on local resources.
- ** Does not include school year follow-up services, e.g., Saturday classes, extended day classes.
- ***140 includes all teachers, classroom aides, site coordinators, and others working with the Consortia.

Sponsorship and Grants

Education to Career (ETC) Grants: East St. Louis Community College Center, (administered by Southern Illinois Collegiate College Market, fiscal agent John A. Logan Community College) offers mini-grants of $3000 to support specific needs of districts. ETC is a federal grant from the Department of Labor through ISBE. Each partnership has 17 objectives with one being career awareness for K-6. A major emphasis is to connect what students are learning with careers. Other objectives include achieving high standards and changing teacher practice. Funds can be used to purchase equipment and curriculum materials, provide training and technical support, and support field trip transportation and substitutes. Multiple mini-grants (up to two) can be funded. MECCA requested funds for substitutes to release teachers to conduct pre-assessments in May.

Penny Severns Reading Program Grants: The Secretary of States offers a literacy grant of up to $4500 for 50-60 agencies to provide funds to enhance the summer education of low literate families. Activities under the grant are in addition to previously scheduled programming and are for experiential enrichment such as family field trips or organized parent-child activities. Grants are due by April 30. Each school site is applying independently.

MECCA 1998 Summer Learning Camp Sponsors

Company/Organization	Contact Person/Address	Donation	Cost
Radio Shack	Ed Smith Ellen Lewallen 5100 Poplar Ave., Suite 204 Memphis, TN 38137 cc: Manager, Radio Shack 1274 Camp Jackson Road Cahokia, IL 62206	Tape Recorder, Head Phones, Blank Tapes and Accessories (Sets for each school)	$309
Magna Bank	Kathy Peterson 4800 W. Main St., Belleville 62226	Cash	$250
Home Depot	Herb Tayler 1706 West Highway 50 O'Fallon, IL 62269	Fans (Lilly Freeman)	$100
Lowe's	Mike Tyner S. Illinois Fairview Heights, IL	Fans (Lilly Freeman)	$100
Mondo Publishing Co.	Anita One Plaza Road Greenvale, NY 11548	Bean Bag Set	$315
St. Clair County Regional Office of Education	Rosella Wamser Assistant Superintendent 500 Wilshire Drive Belleville, IL 62223	Meeting Space Administrative Support	Unknown
St. Louis Teacher Recycling Center	Sue Blanford 1305 Havenhurst Ballwin, MO 63011	Recycled Materials and supplies	Unknown
Silver-Burdett-Ginn Publishing Company	Robert Roliardi Bob Wakeum 5550 West 74th Street Indianapolis, IN 46268 cc: Patty Stark	Classroom Literature (Sets for each school)	
SCRAP	Kay McKeen Du Page Solid Waste Education Center 550 Center, Suite A Carol Stream, IL 60188	Books	Unknown

Personnel

Metro East Consortium for Child Advocacy

Invites Teachers from
Brooklyn, Cahokia, East St. Louis, Madison and Venice School Districts to Apply for the
1999 Summer Learning Camp

What is the Metro East Consortium on Child Advocacy and Summer Learning Camp?

MECCA is a consortia of five districts formed in the spring of 1998 (Brooklyn, Cahokia, East St. Louis, Madison, and Venice) which share common educational issues in the areas of professional development, extended learning, early childhood education and comprehensive school reform. Based on a pilot project last summer, the districts have come together to design and deliver a 1999 summer learning camp for students who do not meet Illinois learning standards. Unlike other summer schools you may have participated in, this learning camp follows a model based on sound research with demonstrated results. The six-week camp will follow a schedule of four days of learning for students with the fifth day devoted to teacher professional development, reflection and planning. In addition, all participating teachers will have eight days of professional development and two days for preparing their classrooms.

Which students are eligible to participate?

Student eligibility will be based on the following criteria: First priority placement will be for any student who has failed reading or writing based on classroom assessment and any student who does not meet reading and writing standards as measured by the ISAT. Second priority will be for any student who has missed at least 10% of the current school year and/or received a teacher referral based on need. Third priority students will be served based on space availability. An estimated 1500 students, K-8, will be eligible to participate.

What are the benefits to teachers who participate in Summer Learning Camp?

Teachers who choose to apply and are accepted by the Consortium will receive sever benefits such as:

- ✓ Several hundred dollars worth of materials that the teacher can take to his/her 1999-2000 teaching assignment in one of the Consortium districts,
- ✓ Participation in quality staff development that is job-embedded and designed according to adult learning styles and needs,
- ✓ Small class size, generally not to exceed 15 students,
- ✓ Option to pay into social security,
- ✓ Opportunities to try new ideas and classroom strategies,
- ✓ Ample opportunity to experience significant student growth,
- ✓ Learn to use an individual student assessment that can be transferred to the regular classroom, and
- ✓ Creation of new professional alliances with teachers from other districts/schools.

Where will the Summer Learning Camp be held?

Although specific schools have not been identified yet, each MECCA district will have one or more sites.

What are the dates for Summer Learning Camp?

The 1999 Summer Learning Camp will begin on June 21 and finish July 29, barring any unforseen weather delays. Professional development will occur on Saturday, April 17, Wednesday-Thursday, June 16-17, and Friday, June 25, July 2, 9, 16 and 23. Each teacher will be given two days, June 18 and July 30 to prepare and close the classroom. Also on June 18, teachers will meet with the parents of assigned students to sign a parent-student-teacher compact.

How do I apply?

The Consortium projects a need for 88 teachers. Applications are available at any MECCA district office and are **due no later than February 5, 1999 to Lora Jones**, Summer Learning Camp Coordinator, E. Morris School, 1500 Andrews, Cahokia, IL 62206. The Consortium will review applications from all member districts and notify applicants of their status no later than March 31, 1999. A job description is printed on the back of this communication to further explain duties and responsibilities. It is recommended that you keep a copy of the application. The information contained in this correspondence does not serve as an official document or agreement. An official contract will be signed with Southern Illinois University once an applicant is accepted.

For More Information

If you have additional questions or require clarification, you may contact a member of the Summer Learning Camp Planning Committee. District contacts are listed below:

Lora Jones - Cahokia
Diedra Warren or Stephanie Carpenter - East St. Louis
Olivia Steptoe - Madison
Debra Williams - Venice
Sandra K. Ellis - Brooklyn

1999 MECCA Summer Learning Camp: Teacher Job Description

Southern Illinois University at Edwardsville (SIU-E) will enter into an Agreement for Services with each teacher selected. Each teacher will be paid the sum of $2800 for professional services for the period of April 17, 1999 to July 30, 1999. The duties and responsibilities of each teacher are listed below. This list does not represent the complete contractual agreement that will be signed between SIU-E and the individual teacher.

The summer learning camp teacher will:

1. Actively participate in all professional development opportunities (three days during April-June) and each Friday during the summer learning camp);

2. Conduct pre- and post-assessments using a reading inventory approved by the MECCA Governing Board for all students assigned during the designated time periods;

3. Submit student assessment results (pre and post) to the site coordinator within two days after the designated time periods;

4. Provide four hours of instruction to the students assigned, Monday - Thursday from 8:00 AM - 12:00 PM and 30 minutes for planning/preparation time before or after the beginning or ending time, at teacher discretion;

5. Adhere to the learning schedule and curriculum, instructional strategies, and materials provided;

6. Prepare the assigned classroom to encourage engaged and cooperative learning;

7. Conduct a one-day parent orientation and obtain a signed parent-teacher-student agreement for each student;

8. Plan and submit daily lesson plans using the provided template to the site coordinator each Monday (one-half hour each day is to be provided for planning and classroom preparation);

9. Prepare, in collaboration with the students assigned, a set of classroom rules which will be adhered to in addition to the site rules; and

10. Participate in all program evaluations.

11. Participate in all program evaluations.

Fulfillment of these commitments will be reviewed by the site coordinator on a regular basis. No more than two days can be missed without jeopardizing dismissal and termination of this contract unless extenuating circumstances prevail. A penalty of $100/day will be deducted from the agreement for any day missed and $20 for each hour or partial hour missed. This agreement is subject to the following restrictions:

- The contractor agrees to comply with all summer learning camp guidelines.

- Changes to the contract specifications may be made only with the written approval of the Metro East Consortia Governing Board.

TEACHER APPLICATION FOR
METRO EAST CONSORTIUM SUMMER LEARNING CAMP

INSTRUCTIONS: Please submit by **Friday, February 5, 1999** to Lora Jones, Summer Learning Camp Coordinator, E. Morris School, 1500 Andrews, Cahokia, IL 62206.

NAME AND HOME ADDRESS OF APPLICANT	TELEPHONE E-MAIL
DISTRICT/SCHOOL SCHOOL WHERE CURRENTLY EMPLOYED PREFERRED GRADE LEVEL - K-7 **(Circle the 2 you prefer)** K 1 2 3 4 5 6 7	LIST ALL TEACHING ASSIGNMENTS FOR THE LAST FIVE YEARS

PLEASE DESCRIBE YOUR EXPERIENCE AND TRAINING IN TEACHING READING AND WRITING

BRIEF DESCRIPTION OF MOST RECENT PROFESSIONAL DEVELOPMENT EXPERIENCE

BRIEF DESCRIPTION OF MOST RECENT NEW STRATEGY TRIED IN CLASSROOM

A recommendation from a building principal is required. (Attach please)

- ☐ I am willing to work at another MECSA district site other than my home district.
- ☐ I am committed to participating in the professional development on April 17, June 16 - 17, June 25, July 2, 9, 16 and 23.
- ☐ I am committed to teaching the six weeks of Summer Learning Camp, June 21 - July 29.
- ☐ I am willing to try new strategies in my classroom.
- ☐ I am available to prepare my classroom on June 18 and July 30.
- ☐ I am available or would prefer to serve as a substitute teacher.

Date *Signature of Applicant*

1/99

1999 MECCA Summer Learning Camp: Site Coordinator Job Description

Southern Illinois University at Edwardsville (SIU-E) enters into this Agreement for Services, as described below, with _____hereinafter referred to as Contractor. For the sum of $4500 for professional services the Contractor agrees to the following services for the period of March 1, 1999 to August 15, 1999:

1. Collect, analyze and interpret pre-and post-assessments from all classrooms within one week after completion of the assessments a summary report;

2. Conduct a minimum of one observation in each classroom each week of summer learning camp (using an observation tool provided) and more observations as needed;

3. Prepare a weekly written report of the classroom observations according to the format provided and submit to the general coordinator on each Monday;

4. Actively participate in all professional development opportunities (one day in April, two days in June and each Friday during the summer learning camp);

5. Collect and review lesson plans each Monday giving feedback to individual teachers as appropriate and insure the lesson plans are aligned with the designated curriculum;

6. Prepare a set of school rules for the summer, in collaboration with other site coordinators;

7. Summarize and analyze program evaluation results;

8. Prepare student rosters and assign classrooms;

9. Maintain teacher and student attendance sheets;

10. Contact parents of students who are absent and hold parent conferences with the parent, student and teacher as necessary;

11. Organize parent orientation session in June; and

12. Arrange for and monitor curriculum-related field experiences.

Fulfillment of these commitments will be reviewed by the general coordinator on a regular basis. No more than two days can be missed without jeopardizing dismissal and termination of this contract unless extenuating circumstances prevail. A penalty of $150/day will be deducted from the agreement for any day or partial day missed. This agreement is subject to the following restrictions:

- The Contractor agrees to comply with all summer learning camp guidelines.
- Changes to the contract specifications may be made only with the written approval of the Metro East Consortium Governing Board.

SITE COORDINATOR APPLICATION FOR METRO EAST CONSORTIUM SUMMER LEARNING CAMP

INSTRUCTIONS: Please submit by **Monday, March 1, 1999** to Lora Jones, Summer Learning Camp Coordinator, E. Morris School, 1500 Andrews, Cahokia, IL 62206.

NAME AND HOME ADDRESS OF APPLICANT

TELEPHONE

E-MAIL

LIST ALL ADMINISTRATIVE ASSIGNMENTS FOR THE LAST FIVE YEARS

DISTRICT/SCHOOL SCHOOL WHERE CURRENTLY EMPLOYED

PLEASE DESCRIBE YOUR SUPERVISORY EXPERIENCE WITH READING AND WRITING

BRIEF DESCRIPTION OF YOUR LEADERSHIP STYLE

☐ I am willing to work at another MECSA district site other than my home district.

☐ I am committed to participating in the professional development on April 17, June 16 - 17, June 25, July 2, 9, 16 and 23.

☐ I am committed to supervising the six weeks of Summer Learning Camp, June 21 - July 29.

☐ I am available to work in my assigned building on June 18 and July 30.

Date *Signature of Applicant*

2/99

1999 MECCA Summer Learning Camp: General Coordinator Contract/Job Description

Southern Illinois University at Edwardsville (SIU-E) enters into this Agreement for services, as described below, with _____hereinafter referred to as Contractor. For the sum of $10,000 for professional services, the Contractor agrees to the following services for the period of January 1, 1999 to August 31, 1999:

1. Collect, analyze and interpret pre- and post- assessments on students from all sites within one week after completion of the assessments;

2. Analyze and interpret site reports and write a summary report;

3. Work with professional development facilitators to organize agenda, prepare training materials, and deliver professional development;

4. Actively participate in all professional development opportunities (three days in April-June and each Friday during the summer learning camp);

5. Prepare, in collaboration with other site coordinators, a set of school rules for summer;

6. Summarize and analyze program evaluation results from all sites;

6. Solicit sponsors to contribute financial, material and human support to the 1999 summer learning camp;

7. Convene site coordinators at least once prior to summer learning camp, once each week during learning camp and at least once after summer learning camp to coordinate work and resolve system problems;

8. Ensure that all sites have the materials and resources needed to be successful within budget constraints;

9. Coordinate summer planning committee activities, including scheduling meetings, preparing minutes, developing agendas, insuring tasks are completed, etc.;

10. Report monthly to the MECCA Governing Board on the progress of the planning and implementation of summer learning camp;

11. Prepare final report on student and program achievement;

12. Develop public relations for summer learning camp, e.g., press releases, organizing television/radio coverage.

Fulfillment of these commitments will be reviewed by the MECCA Governing Board on a regular basis. No more than two days can be missed without jeopardizing dismissal and termination of this contract unless extenuating circumstances prevail. A penalty of $250/day will be deducted from the agreement for any day or partial day missed. This agreement is subject to the following restrictions:

- The Contractor agrees to comply with all summer learning camp guidelines.
- Changes to the contract specifications may be made only with the written approval of the Metro East Consortium Governing Board.

1999 MECCA Summer Learning Camp: Teacher Aide Job Description

Southern Illinois University at Edwardsville (SIU-E) enters into this Agreement for Services, as described below, with _____hereinafter referred to as Contractor. For the sum of $1000 for professional services, the Contractor agrees to the following services for the period of April 17, 1999 to July 30, 1999:

1. Participate in eight days of professional development according to a prescribed scheduled on student assessment, classroom environment, reading and writing strategies;

2. Work with a maximum of three teachers to support four hours of instruction to the students assigned, Monday - Thursday from 8:00 AM - 12:00, specifically;
   - Work individually or with small groups as directed by the supervising teacher;
   - Help prepare teacher-made materials, e.g., classroom rules poster, word walls;
   - Prepare bulletin board and other classroom visual aides;
   - Assist in recording student's dictated stories;
   - Make sure the appropriate materials are available when needed, e.g., paper, pencils, glue;
   - Keep classroom charts and records;
   - Check students' academic work;
   - Reinforce classroom rules as specified by the teacher;
   - Assist in classroom housekeeping;
   - Accompany students to other instructional areas as directed;
   - Help attend to student's specific needs and/or requests for assistance;
   - Reinforce good personal and social habits;
   - Perform clerical duties, including learning to operate any necessary equipment;
   - Operate or learn to operate audio-visual equipment as needed;
   - Demonstrate **positive** interpersonal relations with students;
   - Make sure snack is prepared and ready to serve so that instructional time is not wasted;
   - Accompany students to restrooms if needed; and
   - Perform other duties as directed by teacher or site coordinator.

3. Adhere to the learning schedule and curriculum, instructional strategies, and materials;

4. Prepare the assigned classroom to encourage engaged and cooperative learning;

5. Participate in a parent orientation which includes obtaining a signed parent-teacher-student compact for each student (2 days);

6. Prepare, in collaboration with the students and teachers assigned, a set of classroom rules which will be adhered to in addition to the site rules; and

Fulfillment of these commitments will be reviewed by the site coordinator on a regular basis. No more than two days can be missed without jeopardizing dismissal and termination of this contract unless extenuating circumstances prevail. A penalty of $50/day will be deducted from the agreement for any day missed and $10 for each hour or partial hour missed. This agreement is subject to the following restrictions:

- The Contractor agrees to comply with all summer learning camp guidelines.
- Changes to the contract specifications may be made only with the written approval of the Metro East Consortium Governing Board.

TEACHER AIDE APPLICATION FOR
METRO EAST CONSORTIUM SUMMER LEARNING CAMP

INSTRUCTIONS: Please submit by **Friday, February 5, 1999** to Lora Jones, Summer Learning Camp Coordinator, E. Morris School, 1500 Andrews, Cahokia, IL 62206.

NAME AND HOME ADDRESS OF APPLICANT	TELEPHONE E-MAIL
DISTRICT/SCHOOL SCHOOL WHERE CURRENTLY EMPLOYED	LIST ALL ASSIGNMENTS FOR THE LAST FIVE YEARS, IF APPLICABLE
PREFERRED GRADE LEVEL **(Check)** ☐ **Early Grades (K - 3)** ☐ **Upper Grades (4 -7)**	

PLEASE DESCRIBE YOUR EXPERIENCE AND TRAINING

BRIEF DESCRIPTION OF MOST RECENT PROFESSIONAL DEVELOPMENT EXPERIENCE

A recommendation from a building principal, teacher or supervising teacher/advisor is required. (Attach please)

☐ I am willing to work at another MECSA district site other than my home district.

☐ I am committed to participating in the professional development on April 17, June 16 - 17, June 25, July 2, 9, 16 and 23.

☐ I am committed to teaching the six weeks of Summer Learnin Camp, June 21 - July 29.

☐ I am available or would prefer to serve as a substitute aide.

Date *Signature of Applicant*

1/99

1999 MECCA Summer Learning Camp: Secretary Job Description

Southern Illinois University at Edwardsville (SIU-E) enters into this Agreement for Services, as described below, with _____hereinafter referred to as Contractor. For the sum of $1200 for professional services, the Contractor agrees to the following services for the period of June 16, 1999 to July 30, 1999:

1. Type and keep current rosters for all classes;
2. Call students (daily) who are absent and record reason for absence;
3. Work with Site Coordinator to develop initial rosters;
4. Send letters to parents of students selected/requested to attend the Summer Learning Camp;
5. Perform general clerical duties, e.g., answer telephone, record messages, duplicating;
6. Complete absence forms for staff that is absent;
7. Prepare substitute forms as needed;
8. Perform other duties as requested;
9. Participate in all program evaluations; and
10. Maintain good attendance and be punctual for the duration of the program.

Fulfillment of these commitments will be reviewed by the site coordinator on a regular basis. No more than two days can be missed without jeopardizing dismissal and termination of this contract unless extenuating circumstances prevail. A penalty of $50/day will be deducted from the agreement for any day missed and $10 for each hour or partial hour missed. This agreement is subject to the following restrictions:

- The Contractor agrees to comply with all summer learning camp guidelines.
- Changes to the contract specifications may be made only with the written approval of the Metro East Consortium Governing Board.

University Liaison, ISBE Liaison and Regional Office Staff Possible Roles

University Liaison

1. Serve as personnel fiscal agent
   - Issue employment contracts with all Summer Bridges staff
   - Process stipend payments
2. Broker or provide professional development
   - Identify facilitators who satisfy competencies and can fulfill job descriptions
   - Follow daily schedule curriculum
   - Facilitate all sessions
   - Meet with other Summer Bridges professional development facilitators
3. Assist with program evaluations
   - Assist with distribution and collection
   - Analyze student, teacher and parent surveys
   - Interpret evaluation summaries
4. Assist with student assessments
   - Conduct pre-assessments
   - Conduct post-assessments
   - Analyze pre and/or post assessments
   - Interpret pre and/or post assessments
5. Coordinate preservice teacher involvement
   - Provide preservice teachers names as possible classroom aide applicants
   - Provide preservice teachers as mentors and/or tutors
6. Serve as purchasing agent
   - Order supplies and materials
   - Distribute supplies and materials
   - Hire facilitators for professional development

ISBE Liaison

1. Connect Consortia members with grants that can support Summer Bridges
2. Convene and/or Facilitate Consortia Planning Group
3. Offer advise on design and delivery
4. Recommend professional development facilitators
5. Recommend materials and supplies

Regional Office Role

1. Assist with logistics such as offering free meeting space for professional development sessions
2. Provide and/or broker professional development
   - Identify facilitators who satisfy competencies and can fulfill job descriptions
   - Follow daily schedule curriculum
   - Facilitate all sessions
   - Meet with other Summer Bridges professional development facilitators
3. Convene and/or Facilitate Consortia Planning Group

Notification of Selection Letter to Teachers and Teacher Aides

Metro East Consortia for Child Advocacy (MECCA)
Summer Learning Camp

CONGRATULATIONS!!!

You have been selected to be a teacher (teacher aide) in the MECCA Summer Learning Camp. Sessions will be held in each of the districts that comprise the Consortia. Students will attend class Monday-Thursday with Fridays as a required staff development day for all staff.

The first staff development session is scheduled for Saturday, April 17,1999 at the St. Clair County Regional Office of Education, 500 Wilshire, Belleville, IL. The time is 8:00 AM – 3:00 PM. All staff must attend. You will receive inservice on the administration of the assessment tools, QRI-II, running records and DRA. SIU-E, the employment agent for MECCA, will be there to complete the hiring process. You will need to bring your social security card and driver's license. Other forms will be completed on this day, too.

Please plan to arrive on time. Again, we are happy that you want to participate in this wonderful experience. We will see you on April 17th.

Sincerely,

Lora Jones
Summer Learning Camp
General Coordinator, 1999

Curriculum and Instruction

Literacy Teaching Framework

MECCA Summer Learning Camp is focused on helping students achieve the three standards of State Goal 1 in English Language Arts, i.e., **Read with understanding and fluency**.

	Word Knowledge	Fluency	Comprehension	Writing
What is included?	▪ Sight Vocabulary ▪ Phonics Analysis ▪ Spelling ▪ Structural Analysis ▪ Word Meaning	▪ Reading Speed ▪ Oral Reading Accuracy ▪ Phrasing ▪ Expresssion	▪ Types of Information to "Find" in Text ▪ Organization of Information ▪ Strategies Including Inquiry and Study Strategies	▪ Purposes ▪ Products ▪ Processes ▪ Audiences
How does it change?	▪ From Word Recognition to Word Meaning ▪ Direct Phonics Teaching Ends by 3rd Grade	▪ Students Can Do This With More Difficult Text ▪ Less Work Needed on Fluency	▪ Text Difficulty Increases ▪ Text Length Increases ▪ Greater Individual Control	▪ Text Difficulty Increases ▪ More Distant Audiences ▪ More Analysis
How much instructional time?	▪ 25% of Class Time ▪ Never More Than 15 Minutes Daily on Spelling	▪ Up to 25% Of Class Time	▪ 25% OF Class Time	▪ 25% of Class Time
Common mistakes?	▪ Lack of Individual Drill ▪ Too Much Phonics or Spelling ▪ Teaching Rules, But Not Applications	▪ Only Using Silent Reading ▪ Too Much Reliance On Choral Reading or Round Robin ▪ No Emphasis At All	▪ Teaching With Stories and Literature Only ▪ Not Using Materials of Appropriate Difficulty ▪ Too Narrow a Range of Responses	▪ Not Teaching At All ▪ Not Link to Reading ▪ Overemphasis on Private Writing ▪ Not Reading/Re-sponding to Student Writing

Developed by Tim Shanahan; University of Illinois at Chicago

Sample Daily Classroom Schedule: Grades K-3

8:30 AM	Class Meeting News and Morning Message Home Connection Book Talk Read Aloud
9:00 AM	Word of the Day Word Work
9:30 AM	Skill of the Day Skill Work
9:55 AM	Break
10:00 AM	Shared Reading
10:20 AM	Guided Reading
11:20 AM	Writer's Workshop
11:50 AM	Meeting Home Connection Closing Message/Dismissal

Sample Daily Classroom Schedule: Grades 4 through 6+

8:00 AM	Morning Message: Picture Book, Poetry, Reflection, Focus
8:10 AM	Group Word Work
8:30 AM	Rotate through Stations 1. Guided Reading including discussion and writing workshop 2. Listening Center with prompt for artistic response 3. Self-Selected Partner Reading, SSR, and Vocabulary Games
9:20 AM	Rotate Stations
10:10 AM	Rotate Stations
11:00 AM	Teacher Read Alouds (fiction, non-fiction, poetry)
11:25 AM	Drama
11:50 AM	Closing – Home Connection, Assignment Review, Reflection, Dismissal

Sample A

MECCA Summer Learning Camp Daily Lesson Plan		Monday
School _____		Tuesday
Teacher _____		Wednesday
Grade Level _____		Thursday

English Language Arts Standards: _____

_____

_____

Morning Message _____

_____

_____

Word Wall Words_____

Word Wall Activity:

Writer's Workshop

Station A
Guided Reading

Group 1	Group 2	Group 3

Station B
Independent Reading

Group 1	Group 2	Group 3

Station C
Listening Station

Group 1	Group 2	Group 3

Station D
Writing Station

Group 1	Group 2	Group 3

Read Aloud

Shared Reading

Home Connection Activity

Closing Message _____

_____

_____

Lunch

Questions/Concerns to be addressed on Friday:

Sample B

MECCA Summer Learning Camp Daily Lesson Plan		Monday
School _____		Tuesday
Teacher _____		Wednesday
Grade Level _____		Thursday

Standards:	**Assessments:**

Morning Message:

Word Wall Words	**Word Wall Activities**

Writers Workshop

Stations

	Group 1	Group 2	Group 3
Independent Reading			
Guided Reading			
Listening			
Writing			

Read Aloud

Shared Reading

Home Connection Activity

Closing Message

Materials/Supplies/Equipment

Teachers/Classroom

Books – 10 per Student
Flip Chart and Chart Paper
Flip Chart Markers – 3 colors minimum
3 X 5 unlined index cards – 3 packages
Pocket Charts
Sentence Strips – 3 Packages
Masking Tape – 1 Roll
Tape Player/Listening Center Tapes – 1 set for every 5 students
Stapler/Staples
Magnetic Letters/Cookie Sheets
Rulers – 5
Rubber-bands

Teacher plan book, roster with attendance pages

Overhead projector

Students

Pencils
Good Quality Scissors
Crayons- 8 or 16 count
Glue or Glue Stick
70 Page Spiral Notebook
Folder with 2 pockets
Small Chalkboard or Dry Erase Board
Chalk or Dry Erase Markers

Site

Construction Paper
Copy Paper
Drawing Paper
VCR/Tape Player

Home

Books
Writing Paper
Pencils, Crayons and/or Markers

Suggested Books/Materials for MECCA Summer School Program

K – 3 Grades

The following materials are suggested for the MECCA program. The number of K-3 classrooms will determine how many of the following sets should be ordered. The sets will be shared and divided among the classrooms.

Purpose	Materials	Publisher	Quantity	Cost	Total
	Bookshop Beanbag Stage 1: (not part of last year's program) #55-939	Mondo 888-886-6636 or FAX 516-484-7813)	One per building	$565	
	Stages One #0-8136-4368-6 Stage Three #0-8136-4370-8 Stage Five #0-8136-4372-4 First Chapters #0-7652-0871-7	Modern Curriculum Press 800-321-3106 or FAX 800-393-3156	6pk.-50 titles 6pk.-40 titles 6pk.-30 titles 6pk.-20 titles	$850 $1000 $883 $649	
	Discovery Links Emergent Level PreK-1 #BA09932 Discovery Links Early Level K-2 #BA09975	Newbridge 800-867-0307 or FAX 609-786-4417		$515 $648	
	Pair-It Books Selected Titles (Paired) of: Early Stage, Stage 1, Stage 2, Stage 3 and Stage 4	Steck-Vaughn 800-531-5015 or FAX 800-699-9459	6 pack	$16	
	Sets A,B,C Single copies of: Setting Sun, Moon Rising, Night Crickets	Storyteller 800-775-9995 or FAX 800-775-9597	@set (18 books)	$81	

4th Grade

Purpose	Materials	Publisher	Quantity	Cost	Total
Guided Reading		Scholastic	7 of each		
	Chalk Box Kid – 290	P02013		$2.95	$20.65
	Nate the Great-Missing Key -380	P08245		$3.99	$27.93
	Henry and Mudge & the Big Test-400	P05151		$3.99	$27.94
					$17.15
	Five Funny Frights – 420	P03978		$2.45	
	The Drinking Gourd – 460	P03343		$3.75	$26.25
	Julian, Secret Agent – 460	P06214		$3.99	$27.93
	Horrible Harry and the Green Slime – 470	P05341		$3.99	#27.93
	Cam Jansen-Mystery Babe Ruth – 500	P01755		$3.99	#27.93
	Stories Julian Tells – 520/450	P10946		$4.99	$34.93
	Finding Buck McHenry – 520	P03902		$3.50	$24.50
	Justin and the Best Biscuits in the World	P06292		$2.95	$20.65
	The Magic Tree House - #2			$2.95	$20.65
	The Knight at Dawn	P06522		$2.95	$20.65
	#4 Pirates at Dawn	P09158		$2.95	$20.65
	Great Black Heroes – 580	AAD48032-4		$3.99	$27.93
	If you Grew-Up with Mr. Lincoln-670	P05716		$4.19	$29.33
		Perfection Lrng.	7 each		
	The Mystery of the Gross Gift	AA5624201		$5.65	$39.55
	The Gotcha Plot	AA4853201		$5.45	$38.15

Read Aloud	Falling-Up – Silverstein Something Big Has Been Here The Adventures of Spider – 680 Chicken Sunday – 690 Amazing Grace – 650 Aunt Flossie's Hats – 370 The Black Snowman – 640 Bringing the Rain to Kapiti Plain – 520 The Hundred Dresses – 880 Freedom Crossing – 740 Flat Stanley Arthur, For the Very First Time-570 Circle of Gold – 590 The Twits – 750 Poppy – Avi – 670 Paper Bag Princess – 740	Scholastic HC03777 AAD45509-5 AAD62183-1 AAD46244-X AAD46009-9 AAD48881-3 P01317 AAD42870-5 P05491 P04212 AAD67523-0 AAD46530-9 AAD43266-4 (11929 P09287 P08880	1 each	$16.95 $4.95 $3.50 $3.95 $3.95 $3.95 $4.19 $3.50 $6.00 $3.15 $2.95 $3.50 $3.99 $4.99 $4.99 $5.95	
	Reading Strategies for Non-Fiction – Level 4	Curriculum Associates FH7728	1/10	$23.90	
Indepen-dent Practice for Fluency	Great Eagle and Small One James Meets the Prairie Little Fish Sagebrush The Spirit of the Wild West What's New with Mr. Pizooti	Perfection Learning AA4962201 AA4982101 AA4982501 AA5624401 AA5622001 AA4983001	1 each	$6.75 each	
	Take-Home Book Collection Grade 3 Teachers Manual for Take Home Books	Harcourt Brace 0-15-314003-6 0-15-313486-0	1 each	$25 $6.45	
	Phonics Chapter Books (4 of e. title) What Talent! Jackson's Contraptions Once Upon a Hill The Case of the Missing Monkeys C.D. Clues Jokes, Riddles, and Poems	Scholastic AAD63246 AAD63260 AAD63296 AAD63333 AAD63354 AAD63375	1 each	$14 each	
	Set of Recorded Books-4th Grade	Nat. Reading Styles Inst.	1 set each	$49 $52	
Writing	Publication Journal – 5 pkg Pocket Folder Manilla File Folder Wide Rule Paper	Zaner Bloser Cab270123	4 20 20 1 ream	$7.47 $.50 $.50	$29.88 $10 $10 $7.50
	Graphic Organizer for R & W- Bk.3	Curriculum Associates –pg.8 FH7156	18	$1.49	$26.82
Listening	Stone Fox – 550 (tape & book)	Permabound 936309	1	$19.85 tape $4.50 book	$19.85 $9
	Bunnicula – 710 Charlotte's Web – 680 How to Eat Fried Worms – 690 Ramona the Pest – 850 Mouse and the Motorcycle – 860 Sarah, Plain and Tall From the Mixed-Up Files	Scholastic P420739/P01661 P420421/P02052 P420352/P05449 P420366/P09553 P420497/P07947 P420586/P10009 P420355/P04276	1 tape & 3 books of each	$11.95/$3.99 $18.99/$5.95 $15.95/$4.99 $15.95/$4.99 $16.98/$4.99 $11.95/$4.95 $22.95/$4.50	$11.95/$11.97 $18.95/$17.85 $15.95/$14.97 $15.95/$14.97 $16.98/$14.97 $11.95/$14.85 $22.95/$13'.50

Drama	The Casebook to Sherlock Holmes The Tell-Tale Heart The Spider's Story The Race The Monkey's Tale Eleanor Roosevelt	Perfection Learning HR75626 HR75627 HR76235 HR76233 HR76234 HR77988	10 Pk.	$24.50 each	
Vocabulary	Games produced by aides Posterboard, construction paper, markers, etc.				$20
Art Extension Materials	Drawing Paper Colored pencils, markers		5 pkg. 5 pkg.	$5	$15 $25

5th Grade

Purpose	Materials	Publisher	Quantity	Cost	Total
Guided Reading		Scholastic	7 of each		
	Stories Julian Tells –520	P10946		$4.99	$34.93
	Circle of Gold – 590	AAD43206-4		$3.99	$27.93
	Cousins – 600	P02555		$2.79	$19.53
	The Hot and Cold Summer – 610	P05364		$2.79	$19.53
	Day of the Blizzard – 630	P02884		$1.05	$7.35
	War with Grandpa – 640	P12216		$4.99	$34.93
	Song of the Trees – 710	P10702		$3.99	$27.93
	If You Traveled on the Underground Railroad – 720	P05732		$4.19	$29.33
	Esio Trot – 740	P03633		$4.99	$34.93
		Perfection Form	7 of each		
	The Mystery of Apartment A-13	AA5542801		$5.65	$39.55
	Holding the Yellow Rabbit	AA4992601		$4.90	$34.30
	Tales of Sherlock Holmes	AA5622901		$4.90	$34.40
	Reading Strategies for Nonfiction – Level 3	Curriculum Associates – pg 5 FH7727	2 (10 pack)	$23.90	$47.80
Read Aloud		Scholastic			
	Falling Up – Silverstein	HC03777	1 each	$16.95	
	The Whipping Boy – 570	P12537		$4.95	
	The Twits – 750	P11929		$4.99	
	Pink and Say – 590/630	HC09127		$16.99	
	Shiloh – 890	P10329		$4.99	
	Sweet Clara and the Freedom Quilt	AAD42485-8		$3.95	
	There's A Boy in the Girls' Bathroom	AAD59089-8		$3.95	
	The Forgotten Door – 650	AAD43130-7		$3.99	
	The Hundred Penny Box	P05492		$4.99	
	Reading Strategies for Nonfiction – Level 5	FH7729	1/10 pack	$2.39	
Independent Practice for Fluency		Perflection Lrng.	1 each	$6.75 each	
	The Best Sign	AA5613901			
	The Elephant's Ancestors	AA4982901			
	What If You'd Been at Jamestown	AA4982301			
	The Whooping Crane	AA4982701			
	Yankee Doodle and the Secret	AA4982801			
	Jesse Owens Story	AA4982401			
		Scholastic	1 each	$14 each	
	Phonics Chapter Books (4 ea. Title)				
	Lions of the Plains	AAD63479			
	A Trip to the Planets	AAD63576			
	Kids Care About Sea Animals	AAD63589			

	Tales Once Told The Story in the Picture Jokes, Riddles, and Poems	AAD63632 AAD63633 AAD63375			
	Take-Home Collection Grade 4 Take-Home Teacher's Manual	Harcourt Brace 0-15-314004-6 0-15-313487-9	1 1	$25.95 $6.45	
	Recorded Book Sets	Nat. Reading Styles Inst. SRB4A, SRB4B	1 1	$57 $58	
Drama	Eight Science Fiction Plays	Globe 0-835-91361-9	16	$11.95	$191.20
Writing	Story Journal	Zaner Bloser Cab270123	4 (5 pkg.)	$7.47	$29.88
	Graphic Organizers for R & W – Book 3 Pocket Folder Manila Folder Wide Rule Paper	Curr. Associates FH7156	18 20 20 1 ream	$1.49 .50	$26.82 $10 $10 $7.50
Listening	Taste of Blackberries (Tape & Book)	Perm 936609 Scholastic P11263	1 2	$20.30 $4.95	$20.30 $9.90
	Castle in the Attic (Tape & Book)	Perm 420703 Scholastic P420568	1 3	$16.98 $3.99	$16.98 $11.97
	Brian's Winter – Paulsen	Perm 420568 Scholastic AAD69013-2	1 3	$18.99 $3.50	$18.99 $10.50
	James and the Giant Peach	Perm 731179 Scholastic P06024	1 2	$22.14 $4.99	$22.14 $9.98
	Lion, The Witch and Wardrobe	Perm 420717 Scholastic P06899	1 3	$16.99 $4.95	$16.99 $14.85
	Midnight Fox	Perm 420817 Scholastic P07637	1 3	$9.95 $4.99	$9.95 $14.97
	Shiloh	Perm 420423 Scholastic P10329	1 3	$26.33 $4.99	$26.33 $14.97
	Sign of the Beaver	Perm 420943 Scholastic P10399	1 3	$16.95 $5.50	$16.95 $16.50
	On My Honor	Perm 420419 Scholastic P08612	1 3	$25.80 $4.50	$25.80 $13.50
Vocabulary	Games produced by aides Posterboard Construction paper Markers, etc.				$20.00
Art Extension Materials	Drawing paper Colored pencils, markers		5 pkg. 5 pkg.	$5.00	$15.00 $25.00

6th Grade

Purpose	Materials	Publisher	Quantity	Cost	Total
Guided Reading		Scholastic	7 each		
	A Taste of Blackberries – 600	P11263		$4.95	$34.65
	Number of Stars – 670	P08513		$4.99	$34.93
	Maniac Magee – 720	P07357		$4.95	$34.65
	Hundred Penny Box – 620	P05492		$4.99	$34.93
	Freedom Crossing – 740	P04212		$3.15	$22.05
	Bridge to Terabithia	P01570		$4.50	$31.50
	If You Lived at the Time of the Civil War – 840	P05720		$4.19	$29.33
	If Your Name was Changed at Ellis Island – 880	P05741		$4.19	$29.33
		Perfection Lrng.	7 each	$4.90 each	$34.30 each
	Don't Bug Me	AA4853001			
	Nothing is for Free	AA4852801			
	The Hidden Dagger	AA4852401			
	Prairie Meeting	AA4992701			
	Tales of Courage	AA5524601			
	Reading Strategies for Non-fiction – Level 4	Curr. Associates FH7728	2- 10 pack	$23.90	$47.80
Read Aloud		Scholastic	1 each		
	Falling Up – Silverstein	HPC03777		$16.95	
	Sign of the Beaver	AAD78144-8		$4.99	
	The Twits – 750	P11929		$4.99	
	Shiloh – 890	P10329		$4.99	
	Poppy- Avi – 670	P09287		$4.99	
	Shoebag	P10341		$2.79	
	The Outsiders	P08811		$4.99	
	Mrs. Friday... NIMH	P07993		$4.50	
	Legend of Jimmy Spoon	P06724		$6.00	
	Reading Strategies for Non-fiction – Level 6	Curr. Associates FH7730	1/10	$23.90	$23.90
Independent Practice for Fluency		Perfection Lrng.	1 each	$6.75 each	
	Billions of Balls	AA5624101			
	Eli: A Black Bear	AA5761501			
	Eye on Ancient Egypt	AA5622101			
	The Jesse Owens Story	AA4982401			
	Kooski: A Gray Wolf	AA5763002			
	Song of David	AA5760501			
		Scholastic	1	$14 each	
	Jokes, Riddles and Poems	4 of each title			
	The Great Time Travel Ride				
	Tall in the Saddle				
	It's A Great Job				
	History Mystery				
		Harcourt Brace			
	Take Home Collection Grade 5	0-15-314005-4	1	$25.95	
	Teachers Manual for Take Home	0-15-313488-7	1	$6.45	
Drama		Globe			
	Eight Plays of US History	0-835-91374-0	16	$11.95	$191.20
Writing		Zaner			
	Story Journal	Cab270123	4 (5/package)	$7.47	$29.88
	Pocket Folder		20	.50	$10
	File Folders		20		$20
	Wide Rule Paper		1 ream		$7.50
	Graphic Organizer for R & W – Book 4	Curr. Associates FH7157	18	$1.49	$26.82
Listening	The Giver - 760	Perm 420585	1	$18.99	$18.99
		Scholast 04535	3	$5.50	$16.50

	On My Honor – 760	Perm 420419	1	$15.95	$15.95
		Scholast P08612	3	$4.50	$13.50
	Summer of Swans	Perm 420823	1	$9.95	$9.95
		Scholast P11069	3	$4.99	$14.97
	Sounder – 900	Perm 420566	1	$16.95	$16.95
		Scholast P10723	3	$4.95	$14.85
	Slave Dancer – 970	Perm 420712	1	$16.99	$16.99
		Scholast P10518	3	$4.50	$13.50
	Roll of Thunder, Hear My Cry	Perm 420588	1	$32.95	$32.95
		Scholast P09814	3	$4.99	$14.97
	The River – 960	Perm 420428	1	$15.99	$15.99
		Scholast P09777	3	$4.99	$14.97
	Stone Fox – 550	Perm 936309	1	$19.85	$19.85
		Scholast P10931	2	$4.50	$9
Vocabulary	Games produced by aides Posterboard Construction Paper Markers, etc.				$20
Art Extension Materials	Drawing paper		5 pkg.		$15
	Colored pencils, markers		5 pkg.	$5	$25

MECCA Site Coordinators Classroom Observation Tool

Through weekly observations and constructive feedback, the site coordinator encourages teachers to try new ideas and strategies, grow professionally and communicate expectations of implementing the daily schedule. Reviewing and giving feedback on daily lesson plans can be helpful. The following items occur daily and are observable key elements of the MECCA Summer Learning Camp.

Teacher _____ Date _____

	1	2	3
Teacher builds on students' prior knowledge to connect text prior to reading.			
Teacher presents a brief lesson on the strategy being taught/practiced.			
Teacher offers support with text prior to independent reading by modeling the reading for the students while they track the text or leading a shared or choral reading of the text.			
Teacher has students grouped for paired or flexible reading.			
Teacher provides each student a copy of the text being used.			
Teacher monitors targeted students making anecdotal notes or working with individual students or small groups during independent reading time.			
Teacher ensures that all students are engaged in reading.			
Teacher uses closure activities to bring the whole group together.			
Teacher poses questions beyond recall.			
Teacher manages the classroom to promote effective learning.			
Teacher paces the reading and writing lessons so students are engaged and does not exceed 30-40 minutes per lesson.			
Teacher reads with fluency, enthusiasm and expression.			
Transition into stations requires a minimum of movement/noise/time.			
Independent reading materials are easily accessible to all students.			
Teacher records individual student information.			
Teacher introduces new words or reviews Word Wall (app. 5 minutes)			
The Word Wall shows that all words and letters are legible, linear, large enough to read, clearly visible, vary in color, that frequently used words are included.			
Teacher leads students through steps for Word Wall: see the word, say the word, chant the word, write and check, trace around the word and check.			
When making words is used, teacher has a system for passing out letters, emphasizes spelling patterns, paces activity, and keeps students engaged.			
Teacher helps students understand how spelling patterns help with other words of similar patterns used in writing and reading, i.e., transfer.			
Teacher uses overhead projector or chart paper to model writing.			
Transition into daily writing requires a minimum of disruption.			
Teacher allows students to make choices about independent writing topics.			
Class and student writing is displayed in the classroom.			
Time is provided for students to share their writing aloud and for students to ask questions about the writing.			
Teacher incorporates applications for learning into curriculum.			

1 – No Evidence 2 – Evidence suggests that teacher needs additional support or practice 3 – Observation suggests implementation with understanding

Comments:

_____

_____

Results

Results

The MECCA summer learning camp is evaluated using multiple measures: student pre- and post- assessments, student literacy habits, teacher and parent surveys and site coordinator reports. The purposes of these measures are to:

- Validate student learning growth,
- Assist in deciding student promotion,
- Determine teacher behavior change, and
- Provide information and criteria that will guide the design and selection of future summer school programs.

Student Assessment: The Summer Planning Group reviewed several reading inventories (See *Guide to Commercially Prepared English Language Arts Inventories*) against the following criteria: aligned to Illinois learning standards; valid and reliable; easy to administer, score, and interpret; and provide useful information to the teacher to inform daily instruction. Three inventories to use with grades 4-8 were selected for further study: Analytic Reading Inventory, Qualitative Reading Inventory-II (QRI-II) and Basic Reading Inventory Performance. The Development Reading Inventory (DRA) and running records were selected for K-3 grades because many teachers in the MECCA districts have had training and experience with these instruments and use them during the regular school year. The QRI-II was selected for grades 3-8. A sample of students will be selected to track progress comparing 1998 to 1999 ISAT results.

Qualitative Reading Inventory II (QRI-II)

The QRI-II, developed by Leslie and Caldwell, is published by Addison-Wesley-Longman. Its primary purpose is to estimate reading levels and match students to appropriate texts. It provides diagnostic information about reading through measures of oral reading, comprehension and memory of text. Results can be included in reading portfolios and used to support suspected deficits and strengths. The inventory considers prior knowledge and uses miscue analysis, retellings, text type, and predictions.

Development Reading Assessment (DRA)

Joetta Beavers developed the DRA in 1996. The all-inclusive kit published by Celebration Press allows teachers to analyze individual students reading levels. The inventory is Reading-Recovery-leveled and provides easy-to-use forms combined into a pouched folder. The instrument measures fluency and comprehension and supports Reading Recovery.

> *Elementary reading, teachers can use running records in which they keep track of student's fluency and comprehension.* Rick Stiggins, Assessment Training Institute

Running Records

Running records are a systematic notation system of the teacher's observations of the child's processing of new text. Running records are used to capture oral reading behaviors and note the strategies and skills they use or neglect.

Surveys: Information from students, teachers and parents is collected through surveys and informal observations. Parents/Guardian of all students complete a paper-pencil survey at the conclusion of the program during the final site celebration. The questionnaire items generally pertain to parent participation in the summer learning camp, support for reading at home, satisfied with the summer program, and literacy habits of their child. Teachers are administered a survey on the first professional development day and on the final professional development

day. Survey items focus on knowledge and use of instructional strategies, strengths and weaknesses of the summer learning camp, perceived impact of the program on student achievement and attitudes, professional development opportunities, and extent of parent involvement. Students complete a survey of their literacy habits during pre- and post- testing. For younger students, aides ask and record responses to the survey.

Student Survey of Literacy Habits

This questionnaire was adapted from a survey developed by Dr. Scott Paris, University of Michigan, and used in the evaluation of the 1998 Michigan summer reading program. It elicits information regarding how often a child participates in literacy activities. Students first respond affirmatively or negatively to a series of questions. If the student responds affirmatively, a follow-up question regarding frequency is asked.

Teacher Survey

The teacher survey was developed for use during the 1998 pilot summer learning camp and was refined by the Summer Learning Camp Planning Group. It is administered on April 17 and July 23, 1999 to determine knowledge of and use of best practices in reading and writing strategies by all participating teachers and teacher satisfaction through anonymous self-reporting. Teacher opinion on the strengths and weaknesses of the summer learning camp, perceived impact of the program on student achievement and attitudes, professional development opportunities, and extent of parent involvement is sought.

Parent Survey

A parent survey is administered during the final celebration planned by each individual site. The parent receives a book to take home as an incentive for completing the survey. The survey asks parents about family and child reading and writing activities at home. If a parent has more than one child participating in summer learning camp, only one survey is completed. Information is confidential and only reported in aggregate. It is administered at the school site in case parents request help in responding to the questions.

Coordinator Reports:

Site Coordinators Reports

Each site coordinator is responsible for completing weekly classroom observations in each classroom using a common observation tool. Coordinators also collect, analyze and interpret pre- and post-assessments from all classrooms within one week after completion of the assessments. They are expected to prepare a weekly written report of the classroom observations and submit to the general coordinator on each Monday. In addition, they are to submit a summary report of the pre- and post-assessments.

General Coordinator Report

The general coordinator is responsible for collecting, analyzing and interpreting pre- and post-assessments on students from all sites. He/she also is expected to analyze and interpret site reports, write a summary report each week, summarize and analyze program evaluation results from all sites. A final report on student and program achievement is due at the end of summer learning camp for submission to the MECCA Governing Board.

Student Survey of Literacy Habits

Student Name _____ Grade _____

Summer Learning Site _____

Part 1			Part 2 1 = Hardly Ever 2 = Once a Week 3 = Almost Every Day			
Do you read books during the summer?	YES	NO	How often do you read books during the summer?	1	2	3
Do you read at home for fun?			How often do you read at home for fun?	1	2	3
Does anyone help you read/write at home?			How often does someone help you read/write at home?	1	2	3
Do you play word games at home like Scrabble®, Hangman® or Balderdash®?			How often do you play word games?	1	2	3
Do you read books or stories at bedtime?			How often do you read books or stories at bedtime?	1	2	3
Do you ever read to your parent(s), sisters/brothers, grandparents or others at home?			How often do you read stories to other people?	1	2	3
Do you write letters or cards to your friends or relatives?			How often do you write letters or cards?	1	2	3
Do you read newspapers or magazines at home?			How often do you read newspapers or magazines?	1	2	3
Do you write stories or poems at home?			How often do you write stories or poems?	1	2	3
Do you go to the public library and check out books?			How often do you go to the library?	1	2	3
Do you have books at home to read?			How many books do you have at home?	Few Books	Some Books	Lots of Books
What kind of stories or books do you like to read?	What are your favorite 2-3 books?					

Adapted from The Literacy Habits Survey developed by Dr. Scott Paris, Professor of Psychology at the University of Michigan.

MECCA SUMMER LEARNING CAMP TEACHER SURVEY

One goal of the MECCA summer learning camp is to increase the knowledge and use of best practices in reading and writing by all participating teachers. The purpose of this survey is to measure this goal and determine teacher satisfaction through anonymous self-reporting. Survey data will be reported collectively for all participating schools and individually by each participating school. Your honest reflection and responses in completing this survey is appreciated.

District:____ Brooklyn ____ Cahokia ____ East St. Louis ____ Madison ____ Venice

Professional Development

Please mark/check your level of satisfaction with the workshops:

	High	Above Average	Average	Low
Presenter's Knowledge				
Content				
Instructional Process/Delivery				
Materials				
Organization				
Timeframe				

One thing I would change about the professional development component of MECCA Summer Learning Camp is _____

_____

One thing I would definitely keep is: _____

_____

Summer Learning Camp

The following strategies were introduced during the workshops. Please choose the most accurate description of your knowledge/use of the strategy.

	Prior Knowledge/Use			MECCA Use		
Strategy	Did not know prior to MECCA	Knew but not used regularly prior to MECCA	Used regularly prior to MECCA	Never Used during MECCA	Used 2-4 times each week during MECCA	Used daily during MECCA
Word Walls						
Word Games, such as Wordo, Mind Reading						
Writing Journals						
Small Group Guided Reading w/sets of literature						
Independent Reading						
Shared Reading						
Morning Message						

Roles and Responsibilities

Each partner in the MECCA Summer Learning Camp had a specific role. Please rate your level of satisfaction with the ability of each partner to fulfill their role:

Students				
Read and wrote daily	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Attended daily	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Completed home connection	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Parents				
Assisted with home connection	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Teachers (You and Your Colleagues)				
Followed daily schedule	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Completed lesson plans	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Used reading and writing strategies (see prior page)	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Site Coordinator				
Observed classrooms and provide feedback to teachers	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Provided teacher requested materials and supplies	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Managed the day to day operations, e.g., attendance, food services, transportation	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Central Office				
Offered support to insure school success	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Provide transportation	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied

As a result of participating in MECCA Summer Learning Camp

I have increased my knowledge of reading best practices.	Strongly disagree	Disagree	Agree	Strongly Agree
I have increased by ability to help my students read.	Strongly disagree	Disagree	Agree	Strongly Agree
I would teach during the summer again.	Strongly disagree	Disagree	Agree	Strongly Agree
My students' attitude about reading improved.	Strongly disagree	Disagree	Agree	Strongly Agree

What is your overall satisfaction with the MECCA Summer Learning Camp?

Very Low	Low	High	Very High

What did MECCA Summer Learning Camp do that added value, and to whom?

_____

_____

_____

What one thing would you change about MECCA Summer Learning Camp?

_____

MECCA SUMMER LEARNING CAMP PARENT SURVEY

Dear Parent/Guardian:
As part of our summer learning camp, we are gathering information from parents/guardians regarding family and child reading and writing activities at home. This information will help determine whether students' reading and writing has improved as a result of attending summer learning camp. Your responses to this survey will be confidential and will be added together with the responses from other parents. Thank you for your time and cooperation. If you have questions about this survey, please ask the site coordinator.

What grade will your child be entering in the fall? 1 2 3 4 5 6 7 8

Please circle the most appropriate answer:

How often do you and/or your child visit the public library?	About Once a Week	About Once a Month	A Few Times a Year	Hardly Ever
How often do you and your child go to bookstores to shop?	About Once a Week	About Once a Month	A Few Times a Year	Hardly Ever
How often do you, other adults, or older brother/sisters read to your child?	Almost Every Day	About Once A Week	About Once a Month	A Few Times a Year
How often does your child read alone at home?	Almost Every Day	About Once A Week	About Once a Month	A Few Times a Year
How often does your child play word games such as Scrabble®, Pictionary®, Hangman®, crossword puzzles	Almost Every Day	About Once A Week	About Once a Month	A Few Times a Year
How often does your child write at home?	Almost Every Day	About Once A Week	About Once a Month	A Few Times a Year
How often does your child read at night before bedtime?	Almost Every Day	About Once A Week	About Once a Month	A Few Times a Year
How often does your child read books during the summer?	Almost Every Day	About Once A Week	About Once a Month	A Few Times a Year
My child enjoys being read to by family or friends.	Strongly Agree	Agree	Disagree	Strongly Disagree
My child enjoys reading to family or friends.	Strongly Agree	Agree	Disagree	Strongly Disagree
My child enjoys reading alone.	Strongly Agree	Agree	Disagree	Strongly Disagree
My child thinks reading is fun.	Strongly Agree	Agree	Disagree	Strongly Disagree
My child would like to get more books at home.	Strongly Agree	Agree	Disagree	Strongly Disagree
My child enjoys writing.	Strongly Agree	Agree	Disagree	Strongly Disagree
What types of materials do the adults in your home regularly read?	Magazines	Books	News-papers	Other
In what ways did you participate in summer learning camp?	Classroom Volunteer	Attended Orientation	Participated on Field Trips	Helped with Home Activities
Did you receive enough information about your child's progress in summer learning camp?	More Than Expected	About What I Expected	Not Enough Information	No Information
Overall, how effective do you feel the summer program has been in improving students' reading?	Very Effective	Somewhat Effective	Not Very Effective	Not Effective At All
What impact, if any, do you feel the summer program has had on students' attitudes toward reading?	Much More Positive	Somewhat Positive	Not Changed	Negative

Comments: _____

THANK YOU FOR COMPLETING THIS SURVEY. Please return to receive a free book.

Professional Development

MECCA Professional Development Syllabus

Reference Texts: *Classrooms That Work* by Cunningham
Guided Reading by Fountas and Pinnell
Instructional Reading Strategies by Jerry Johns

April 17, 1999 (8:00 AM– 3:00 PM)

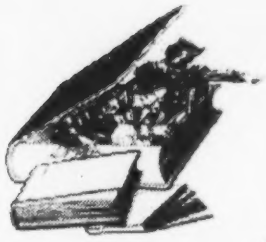
Content	Process	Context
Administrative Procedures	Lecture, complete forms	Whole Group
Orientation to Summer Learning Camp	Lecture Review manual	Whole Group
Assessment: QRI-II (3-8), Observation Survey (K-1), DRA (1-2) and Running Records (all grades)	Receive overview Practice assessments Prepare to conduct pre-assessments	Divide by grade level groups and teacher aides

June 16-17, 1999 (8:00 AM– 3:00 PM)

Content	Process	Context
Parent-Student-Teacher Agreement and Orientation	Table group review of document and process	Whole group
Analysis of assessment information	Initial test results recorded for each student Student observation – meaningful data	Divide by grade level groups
Learning Environment (word walls, learning centers, materials, personalization, grouping patterns, classroom management, and expectations)	Develop classroom space plan Organize materials Brainstorm ways to personalize environment	Divide by grade level groups
Balanced Literacy – Four Block Model	Lecturette and table activity	Large Group
Developmental Writing Scale	Introduction and application with student samples	Large Group
Daily Learning Agenda	Explanation and Questions/Answers	Large Group
Phonemic Awareness	Introduction and Practice Strategies	Large Group
Reading and Writing Workshop	Lecturette, Practice Strategies	Divide by grade level groups
Lesson Plan Development	Review of format and practice developing one lesson plan	Divide by grade level

Classroom aides will set-up classrooms (e.g., learning centers, bulletin boards, word walls) during a portion of this time.

June 25, 1999 - Focus on Comprehension and Fluency



Metro East Consortium: *Read to Succeed* Summer Learning Camp

Saturday, April 17, 1999
8:00 AM to 3:00 PM
St. Clair County Regional Office of Education, Belleville

—— Agenda Topics ——

1.	Refreshments, Sign-In		8:00 – 8:30 AM
2.	Welcome and Introductions	MECCA District Superintendents Gary Allison, Madison Nate Anderson, East St. Louis Bob Bresnahan, Cahokia Jim Doughty, Venice Sandy Ellis, Brooklyn	8:30 – 8:45 AM
3.	Administrative Procedures and Forms	Lora Jones, General Coordinator	8:45 – 9:15 AM
4.	Orientation to Summer Learning Camp and Introduction of Facilitators (Parking Lot for Questions)	Lora Jones, General Coordinator	9:15 – 9:30 AM
5.	Running Records: What, How, and Why	Debbie Rigg and John Delich, Early Elementary Facilitators	9:30 – 10:30 AM
6.	Networking Break		10:30 – 10:50 AM
7.	Student Assessment		10:50 AM – 1:30 PM
	Group 1 - QRI-II (4-8)	Pam Ballard and Anne Baumberger, Grades 3-8 Facilitators	(Includes lunch break)
	Group 2 – Word Identification List, Dictation, DRA (K-3)	Debbie Rigg and John Delich, Grades K-2 Facilitators	
	Group 3 – Classroom Aides	Sheila Bowens, Teacher Aide Facilitator	
8.	Networking Break		1:30 – 1:50 PM
9.	Procedures for Completing Assessments	Lora Jones, General Coordinator	1:50 – 2:30 PM
10.	Questions and Answers	Facilitators and Coordinators	2:30 – 3:00 PM

Site Coordinators Meeting (Immediately Following Workshop)

Professional Development Facilitator Competencies and Job Description

Competencies

Teaching and Learning
- Understands and uses strategies that appeal to adult learning styles
- Is familiar with and applies professional development standards (e.g. National Staff Development Standards)
- Understands the 14 Best Practices (see brochure) in Reading and knows how to implement the practices with students
- Uses research-based reading strategies to implement the Illinois Learning Standards
- Utilizes a balanced literacy approach to reading and writing

Communication
- Speaks clearly and expresses self well in groups and in one-to-one conversations
- Communicates verbally in a complete, accurate and timely manner
- Prepares and delivers clear, smooth presentations
- Carries self well in front of a group
- Understands and applies presentation strategies (e.g., audience, tone, style, media use)
- Demonstrates attention to and conveys understanding of others' comments and questions

Productivity
- Uses technology and resources effectively
- Completes assignments/commitments on time
- Ensures commitments are completed on time

Responsive
- Responds immediately to inquiries, concerns and problems
- Follows up on promises (does not let people dangle)
- Gives realistic expectations on responses (under promise, over deliver)

Job Description

The professional development facilitator's general duties are to design and deliver eight days of consistent, sequential, articulated and job-embedded learning opportunities for all teachers, teacher aides, and site coordinators to enable them to deliver the curriculum, instruction and assessment of summer learning camp. Specific duties include the following:

- Identify materials and supplies needed to implement the MECCA summer learning camp curriculum and instruction.
- Prepare and submit notebook materials for each session within two weeks of each session.
- Participate in planning sessions with the General Coordinator and ISBE liaison.
- Deliver eight days of professional development, content to align with the expectations of the daily schedule.
- Prepare agendas and materials for each session within two weeks of each session.
- Provide technical support to any MECCA summer learning camp teacher or Site Coordinator upon request, generally by telephone, email, fax and/or during the professional development days.
- Visit each site at least once during the six weeks to provide technical support.

Standards for Staff Development in Elementary Schools

Context

Effective elementary school staff development requires and fosters the norm of continuous improvement.

Effective elementary school staff development requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and the community to be advocates for continuous improvement.

Effective elementary school staff development is aligned with the school's (improvement plan) and the district's strategic plan and is funded by a line item in the budget.

Effective elementary school staff development provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals.

Effective elementary school staff development is an innovation in itself that requires study of the change process.

Process

Effective elementary school staff development provides knowledge, skills, and attitudes regarding organization development and systems thinking.

Effective elementary school staff development is based on knowledge about human learning and development.

Effective elementary school staff development provides for the three phases of the change process: initiation, implementation, and institutionalization.

Effective elementary school staff development bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.

Effective elementary school staff development uses content that has proven value in increasing student learning and development.

Effective elementary school staff development provides a framework for integrating innovations and relating those innovations to the mission of the organization.

Effective elementary school staff development requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.

Effective elementary school staff development uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.

Effective elementary school staff development provides the follow up necessary to ensure improvement.

Effective elementary school staff development requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems, and work collegially.

Effective elementary school staff development requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

Content

Effective elementary school staff development increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of children in grades pre kindergarten through six.

Effective elementary school staff development facilitates the development and implementation of school and classroom-based management that maximize student learning.

Effective elementary school staff development addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students.

Effective elementary school staff development enables educators to provide challenging, developmentally appropriate interdisciplinary curriculum that engage students in integrative ways of thinking and learning.

Effective elementary school staff development prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.

Effective elementary school staff development prepares educators to demonstrate high expectations for student learning.

Effective elementary school staff development facilitates staff collaboration with and support of families for improving student performance.

Effective elementary school staff development prepares teachers to use various types of performance assessment in their classrooms.

Standards for Staff Development: Elementary School Edition, National Staff Development Council in cooperation with National Association of Elementary School Principals, pp.5-6.

Professional Development Facilitators Biographies

Ballard, Pam
Pam Ballard graduated from Illinois State University in 1970 with a bachelor's degree in special education and elementary education. She completed a Masters Degree in special education (learning disabilities) at Southern Illinois University at Edwardsville in 1975. She has taught special education (EMH, LD), 3rd grade and 5th grade for twenty-eight years in Belleville School District #118. She has also taught summer school. Pam served six years as president of AFT Local #673.

Statewide professional contributions include serving on the Core Development Team for the Illinois Student Profile and Right to Read Best Practices in Reading Committee. During the 1998-99 school year, she has been on leave from Belleville to work as a reading coach which includes facilitating follow-up sessions to the Right to Read Summer Institutes and coaching a school participating in the statewide system of support.

Baumberger, Anne
Anne Baumberger has been teaching in Illinois classrooms for 18 years. Her experience includes work at both the elementary and middle school level, most recently teaching language arts in the eighth grade. During the 1998-99 school year, Mrs. Baumberger has been working in the capacity of Reading Coach for the Illinois State Board of Education and teaching a Curriculum and Instruction course focusing on literacy evaluation and instruction for SIUE. As a Reading Coach, she facilitates groups of teachers from districts across Southern Illinois as they endeavor to improve reading instruction and learning in their schools. Beyond this primary role, Anne serves as an academic coach for a high school struggling to meet learning standards. She is also involved in staff development efforts supported by ROE's and local districts. The focus of this work is to promote the development and application of reading and writing skills to enhance content learning for students in post-primary grades.

Although Anne believes most of what she knows about teaching children comes from experience and practice, her more formal education has provided a solid background from which to interpret these experiences. She graduated with highest honors from the University of Illinois and earned a Masters in Elementary Education from Southern Illinois University at Edwardsville. She is a member of the Illinois Reading Council and the Association for Supervision and Curriculum Development. She is currently working on a Specialist in Educational Administration.

Bowens, Sheila
Sheila Bowens has an undergraduate and master's degree from Southern Illinois University at Edwardsville (SIUE). She has worked in the field of education for 24 years, the last two and a half as a field advisor for the ISBE. As a field advisor, she coaches two schools on the academic early warning list by assisting the schools in preparing their school improvement plan and budget, providing professional development for teachers, mentoring, model teaching and providing workshops for parents. Other responsibilities as a field advisor include working on new initiatives, such as the Illinois Student Profile, from the development stage to the implementation stage. Her skills and experience with strategic planning, facilitation, and CRISS strategies have contributed to her ability to assist schools. Sheila has represented teachers on several state committees, most recently the Right to Read Best Practices in Reading committee. Prior to becoming a field advisor, Sheila was a first grade teacher in Edwardsville Community Unit District 7 where she taught first and fifth grade, Chapter 1 reading and math and gifted

education. She served on several district curriculum committees. In addition to her experience at the elementary level, she teaches an Introduction to Education at SIU-E.

John Delich
John is a Teacher Instructional Leader for Literacy (TIL) in Springfield School District 186. Mr. Delich collaborates with two colleagues to plan and deliver district wide inservice for K-6 teachers and administrators. The focus of the TIL position is to provide staff development within schools, in teachers' classrooms, using a coaching model. Whole school change, collaboration with "lab" classroom teachers, and teaching courses play big roles in Delich's current position. He has served on many district level and state committees.

John earned a Masters of Science Degree with a specialty in reading from Western Illinois University. He is a Reading Recovery® trained teacher. Delich was a Reading Specialist for two years at Dubois Elementary School in Springfield. Previously, he taught six years in first grade, and one year in second grade. Delich is a member of the International Reading Association, Illinois Reading Council, and Past President of the Central Illinois Reading Council. He lives in Virden, Illinois with his wife and three daughters.

Debbie Rigg
Deborah J. Rigg is a Teacher Instructional Leader for Literacy (TIL) in Springfield School District 186. Since graduating from Western Illinois University in 1972 she has taught in the classroom at various grade levels. In 1993 she received her Masters Degree in Reading Education from the same university. After receiving her Reading Recovery Certificate from the University of Illinois in 1994, she went on to pilot a program in her district where she shared a first grade classroom with a colleague, teaching in the classroom part of the day and working with Reading Recovery students the other part of the day. Today this program is in place at a number of schools in her district.

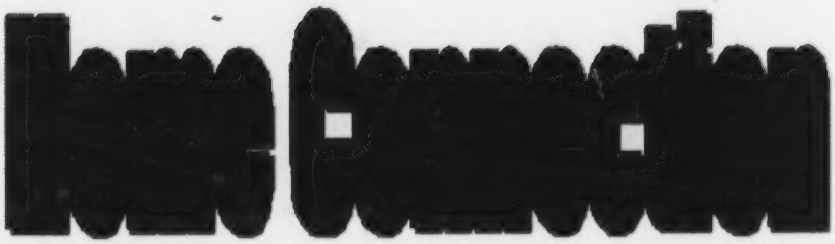
Through the years she has worked on several state initiatives including; Accelerated Schools, Illinois Student Profile, Illinois State Board of Education Right to Read Best Practices Committee, and most recently the MECCA Summer Learning Camp during the summer of 1998. She is a member of the International Reading Association, Illinois Reading Council and the local Central Illinois Reading Council. In 1996 she was inducted into Delta Kappa Gamma where she has held office. Her current areas of interests are reading strategy instruction, literacy motivation, and professional development in the field of literacy instruction.

Adrianne Smith
Adrianne Smith is a Teacher Instructional Leader for Literacy (TIL) in K-4 buildings in Springfield School District 186. Along with her two collegues, Adrianne collaborates with district teachers to implement balanced literacy programs. The TIL position utilizes a coaching model, in which the TIL works closely with the classroom teacher, demonstrates lessons and helps implement best practices, and provides feedback on the teacher's lessons. Adrianne also co-teaches district courses for kindergarten, first and second grade teachers and reading teachers.

Adrianne holds a Masters of Arts in Education degree from Truman State University in Missouri, as well as Reading Recovery certification. Prior to her position as a TIL, she served as a Reading Specialist at Black Hawk Elementary in Springfield and has also taught first, third, and sixth grades in Missouri and Texas. She is a member of the International Reading Association.

Professional Development Facilitator Contact Information:

Name	Address	Phone	Email
Ballard, Pam	608 Leighigh Drive, Swansea, IL 62226	618/227-4203 (H)	PBALL51136@aol.com
Baumberger, Anne	Rt. #1, Box 86, Greenville, IL 62246	618/664-4644 (H)	4baumers@papadocs.com
Bowens, Sheila	917 Highland St., Edwardsville, 62025	618-656-5109 (H)	sjbowens@aol.com
Delich, John	Teacher Instructional Leader for Literacy Springfield Public Schools 1300 North 11th St. Springfield, IL 62702	217-788-6539 (W) 217-525-3080 (W) 217-622-2324 (Pager)	jdelich@springfield.k12.il.us
Rigg, Debbie	Teacher Instructional Leader for Literacy Springfield Public Schools 1300 North 11th St. Springfield, IL 62702	217-788-6539 (W) 217-525-3080 (W) 217-529-8047 (H)	drigg@springfield.k12.il.us
Smith, Adrianne	Teacher Instructional Leader for Literacy Springfield Public Schools 1300 North 11th St. Springfield, IL 62702	217-788-6539 (W) 217-525-3080 (W) 217-585-9394 (H)	asmith@springfield.k12.il.us


Home Connection

Parent and Student Notification to Attend Summer Learning Camp

May 15, 1999

Dear (Parent or Guardian Name):

It is our pleasure to announce that **beginning June 21, 1999**, your child will have the opportunity to attend the Summer Learning Camp. This summer learning experience is being offered to all elementary students in the district who meet one or more of the following criteria:

1. Did not meet reading standards as measured by state and/or local assessments.
2. Missed at least 10% of the school year.
3. Referred by your child's regular classroom teacher.

It is very important that your child attend summer camp. Promotion to the next grade will be determined by evaluating his/her reading growth over the six weeks of summer camp. Students who show at least six months gain over the six weeks of summer learning camp will be considered for promotion to the next grade level. Any student who does not achieve this gain will be individually reviewed in conference with you. Other options may be retention, transition placement, trial placement in the next grade, additional extended learning opportunities during the regular school year or any other option agreed to by you and the school district administration. Students who miss more than two days of summer learning camp will be required to have a parent-teacher conference.

We are excited about this opportunity for your child. We plan to offer interesting learning activities that will improve your child's reading and writing skills. To learn more about summer learning camp, we are inviting you to attend an orientation and registration meeting with your child on June 18, 1999 from 9:00 – 10:00 A.M at ???? School. If you cannot attend this orientation, it is important that you contact me at 618-???-???? before June 21. All students must be registered before June 22 to participate. The orientation will give you information about the summer program and allow you to meet your child's teacher. Summer learning camp is being offered by the school district at no cost to the child's family. If your child needs transportation for summer learning camp, it will also be offered at no cost to you. Breakfast and a healthy snack will be provided each day.

If you have any questions prior to June 18, please call Lora Jones, Summer Learning Camp Coordinator, at 618-332-6719.

Sincerely,

(Name)
(School Name)
School Coordinator

Parent-Student Orientation
Agenda

MECCA Summer Learning Camp
Read to Succeed

Welcome

Purpose of MECCA Summer Learning Camp

Daily Schedule for Summer Learning Camp

Responsibilities of Parents, Teachers, and Students
- Attendance and Punctuality
- Behavior
- Home Connection
- Learning

Report Card and Promotion

Student-Parent-Teacher Agreement

Questions and Answers

Home Connection Activities

The following examples of home connection activities are used by MECCA summer learning camp teachers.

1. Draw a picture of themselves and write about the picture or an experience that reates to the picture.
2. Record parent/grandparent memories.
3. Write about a family trip memory. Talk to parents about the most fun they've had on a trip.
4. Ask parent/guardian/grandparent about a positive school memory and record it.
5. Survey parents about their favorite food, books, school, grade level, hobby, etc.
6. Read each night and keep a home reading log. Parents sign the log each night and amount of time spent reading.
7. Collect recipes from home and create a class cookbook.
8. Observe a spider, bug, bird, cloud, etc. and write about is seen.
9. Take home books. Select a book to take home and write a book report.
10. Watch a favorite television show as a family activity. Write a script for the next show.
11. Write three letter words as a family activity (may substitute a different number of letters or category.
12. Boggle – Use big words to make little words.
13. Unscramble a story.
14. Make a video or audio recording of each child in class. Take home and have family listen to or watch the tape.
15. Bring an item from home, explain importance of item to the child or other family member.
16. Select a topic for family to brainstorm at home. (Teach brainstorming rules in school.) Bring ideas to class. Compare ideas expressed by each family.
17. Send pattern home and make simple puppets for story telling.
18. Read a book with or to a family member or friend.
19. Interview a family member or friend about _____-.
20. Write a letter to a family member or friend.
21. Ask the parent/guardian/grandparent to teach the student a favorite song or poem.
22. Play a game that requires talking, listening, following directions and giving directions, such as "Simon Says" or "Red-Light, Green Light".
23. Record a book with a family member or friend.
24. Take a nature walk and identify 5 things you see, hear or touch.
25. Take a trip to a zoo, museum or historical site. Identify interesting and unusual things you see.
26. Draw a picture and take turns telling stories about the picture.
27. Pick a topic of interest to the child or family member and have them learn new things about it. Watch educational television programs together and talk about what you learned.
28. Make a grocery list with correctly spelled words, in alphabetical order, or other skill.
29. Have the child sound out words on a grocery list.
30. Make a map as you travel to and from home or elsewhere.
31. Make invitations to a party.
32. Make a home bulletin board.
33. Using one letter/sound, make or draw a list of everything in the home that begins with that letter.
34. Get a library card and check out a book.

35. Visit a book store and browse or buy.
36. Take an imaginary shopping trip. Using a paper bag and magazine, point out pictures of objects in the magazine. Have the child tell you what sounds the names of the objects begin with, let them cut out the pictures and put them into the bag.
37. Give the child rhyming words and have them find household objects that have names that rhyme, such as bread and thread.
38. Create your own rhyme.
39. Using old magazines, have the child look for pictures that have names that rhyme.
40. Make a list of 10 words that are made up of two words, e.g., sunshine.
41. Play alphabet games.
42. Have the child cut out letters from newspaper headlines and put the letters in alphabetical order.
43. Put commeal or sand in a cake pan or on a cookie sheet. Say a letter and have your child draw the letter in the commeal or sand. Also works with pudding but messier! If have letter cookie cutters, can do Jello® Jigglers.
44. Use flash cards for letters, sounds or words.
45. Write letters on pieces of paper and put them in a bag. Let the child reach into the bag and take out letters. Have the child say the sounds that match the letter.
46. Write words on a piece of paper and hide them throughout the house. Go on a treasure hunt looking for the words. As they find the pieces of paper, have them blend the sounds of the words.
47. Using packaged and canned food from the kitchen, have the child sound out the words on the label.
48. Read a recipe aloud to the child and have him/her find or talk about the ingredients and predict what it might turn out to be.
49. Make a puzzle word by writing a word on paper and cutting the letters apart. Magnetic and felt letters or Jello® Jigglers can be used. Mix the letters and have the child spell the word by putting them in order.
50. Ask your child to draw a picture of a family activity. Have them write a sentence(s)about it.
51. Have the child cut a picture from an old magazine and write a story about the picture.
52. Tell your child a story and have them write their own ending.
53. Post a list of books you, your child, and you and your child have read on the refrigerator.
54. Make an audio or video tape of your child reading and mail them to grandparents or friends or send over Internet. Consider as an end-of-summer activity and include certificate of completion.
55. Find a new word in the dictionary and teach it to someone else.
56. Read a story together and decide what musical sounds are best for each part of the story.
57. Read a story with ingredients (e.g., *Pancake, Pancake* by Eric Carle) and then make the recipe.

Standards-Based Report Card: First and Second Grade

Each student is expected to use specific skills to read with understanding and fluency (Goal 1 of the Illinois Learning Standards. To help you understand how your child is doing, each skill will be rated using the following progress marks:

++	Your child is consistently applying the skill.
+	Your child is developing in this area but is not consistently applying the skill.
O	Your child is beginning to develop this skill.
–	Your child does not show evidence of developing this skill.

This report will provide you with specific information on which skills your child needs to work on to improve. Your child's teacher can provide you with specific ideas to help your child learn the skills.

Child's Name_____ **Teacher's Name** _____

Pre-Assessment Results: **DRA:**_____

Post-Assessment Results: **DRA:** _____

Learning Standards and Skills	**Progress**	
	3Wks	6Wks
Apply word analysis and vocabulary skills to comprehend selections.		
Your child sounds out words, knows word patterns, blends letters to recognize new words.		
Your child uses clues in the story, knowledge from their own experiences and resource materials such as dictionaries to understand words he/she does not know.		
Your child recognizes and names all small and capital letters and identifies vowels and consonants.		
Your child reads and spells at least 120 frequently used words for first grade and 250 words for second grade. (See list provided.)		
Your child monitors his/her reading and corrects him or herself when necessary.		
Apply reading strategies to improve understanding and fluency.		
Your child can guess what will happen in a story.		
Your child knows the purpose for reading, e.g., information, pleasure.		
Your child links written words to his/her previous experience and knowledge.		
Your child can identify different forms and purposes of fiction, non-fiction, and poetry.		
Your child reads a section more than once, reads ahead and uses clues in the story to help him/her understand the book/story.		
Your child asks and answers questions to help him/her understand a book or story.		
Your child reads out loud smoothly and accurately.		
Your child reads and understands simple written instructions.		
Comprehend a broad range of reading materials.		
Your child uses information from the book or story to form questions and prove what he/she thinks will happen in the book or story..		
Your child identifies ideas and subjects in a book or story.		
Your child makes comparisons with their books or stories.		
Your child can describe the order of a story, beginning, middle and end and retell what the story/book is about.		
Your child can tell how the writer and illustrator express the ideas in words and pictures.		
Your child can explain information from simple tables, maps and charts.		

Comments on Writing: (Write to communicate for a variety of purposes.)

120 High-Frequency Words Often Found on Primary Word Walls

(*Words help with decoding and spelling lots of rhyming words.)

about	*did	*how	our	they're
after	do	I	*out	*thing
again	don't	*in	over	this
*all	*down	is	people	to
*am	*eat	*it	*play	too
*and	favorite	*like	pretty	two
are	for	little	*ride	*up
*at	friend	*look	said	us
be	from	*made	*saw	very
because	*fun	*make	*school	want
before	get	many	*see	was
*best	girl	me	she	we
*big	give	*more	sister	*went
*black	go	*MY	some	were
*boy	good	*new	*talk	what
brother	*had	*nice	teacher	*when
*but	has	*night	*tell	where
*can	have	no	*that	who
can't	he	*not	the	*why
*car	her	of	their	*will
children	here	off	them	with
come	him	*old	*then	won't
could	his	on	there	you
*day	house	other	they	your

From *Classrooms That Work: They Can **All** Read and Write*, Second Edition, Patricia Cunningham and Richard Allington, Addison-Wesley Educational Publishers, Inc., page 139.

Rank Order of the 300 Most Common Words

the	UP	make	right	food	body	money
of	said	now	should	under	end	become
and	out	way	small	always	hand	group
to	if	each	old	however	head	government
a	some	called	think	man	read	later
in	would	did	take	air	others	living
is	so	just	still	asked	year	change
that	people	after	place	both	since	days
it	them	water	find	being	against	animals
was	other	through	off	does	young	word
for	more	get	different	going	give	let
you	Will	because	part	big	set	wanted
he	into	back	found	without	kind	across
on	your	where	us	looked	room	American
as	which	know	world	say	eyes	early
are	do	little	away	left	number	though
they	then	such	life	began	far	four
with	many	even	three	mother	person	face
be	these	much	went	during	city	best
his	no	our	those	tell	better	became
at	time	must	own	land	white	seen
or	been	before	help	next	side	himself
from	who	good	every	once	family	sure
had	like	too	here	need	night	energy
I	could	long	house	high	didn't	sun
not	has	me	might	last	country	second
have	him	years	between	until	name	feet
this	how	day	never	children	it's	really
but	than	used	home	along	ever	certain
by	two	work	thought	took	form	turned
were	may	any	put	together	usually	toward
one	only	go	again	sometimes	hard	parts
all	most	use	important	saw	knew	black
she	its	things	while	enough	today	ways
when	made	well	something	light	times	show
an	over	look	states	got	soon	means
their	see	another	don't	example	told	door
there	first	around	why	words	several	special
her	new	man	large	united	system	course
can	very	great	want	almost	state	known
we	MY	same	few	father	upon	move
what	also	came	school	live	thing	yet
about	down	come	often	keep	earth	

From Improving Reading; A Handbook of Strategies by Jerry Johns and Susan Davis-Lenski, Kendall-Hunt Publishing Company, pg. 1999 (*Reprinted with permission from Zeno, S.M., Ivens, S.H., Mil@ R.1, & Duvvuri, R. The Educator's Word Frequency Guide Copyright C 1995 by Touchstone Applied Science Associates (TASA), Inc.)*

Accomplishments for Successful Learners Exhibited During the Early Years
From *PREVENTING READING DIFFICULTIES IN YOUNG CHILDREN*
By the National Research Council, National Academy Press, pp. 80-83

Kindergarten Accomplishments

- Knows the parts of a book and their functions.
- Begins to track print when listening to a familiar text being read or when rereading own writing.
- "Reads" familiar texts emergently, i.e., not necessarily verbatim from the print alone.
- Recognizes and can name all uppercase and lowercase letters.
- Understands that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- Learns many, thought not all, one-to-one letter sound correspondences.
- Recognizes some words by sight, including a few very common ones (a, the, I, my, you, is, are).
- Uses new vocabulary and grammatical constructions in own speech.
- Makes appropriate switches from oral to written language situations.
- Notices when simple sentences fail to make sense.
- Connects information and events in texts to life and life to text experiences.
- Retells, reenacts, or dramatizes stories or parts of stories.
- Listens attentively to books teacher reads to class.
- Can name some book titles and authors.
- Demonstrates familiarity with a number of types or genres of text (e.g., storybooks, expository texts, poems, newspapers, and everyday print such as signs, notices, labels).
- Correctly answers questions about stories read aloud.
- Makes predictions based on illustrations or portions of stories.
- Demonstrates understanding that spoken words consist of a sequences of phonemes.
- Given spoken sets like "dan, dan, den" can identify the first two as being the same and the third as different.
- Given spoken sets like "dak, pat, zen" can identify the first two as sharing a same sound.
- Given spoken segments can merge them into a meaningful target word.
- Given a spoken word can produce another word that rhymes with it.
- Independently writes many uppercase and lowercase letters.
- Uses phonemic awareness and letter knowledge to spell independently (invented or creative spelling).
- Writes (unconventionally) to express own meaning.
- Builds a repertoire of some conventionally spelled words.
- Shows awareness of distinction between "kid writing" and conventional orthography.
- Writes own name (first and last) and the first names of some friends or classmates.
- Can write most letters and some words when they are dictated.

First-Grade Accomplishments

- Makes a transition from emergent to "real" reading.
- Reads aloud with accuracy and comprehension any text that is appropriately designed for the first half of grade 1.
- Accurately decodes orthographically regular, one-syllable words and nonsense words (e.g., sit, zot), using print-sound mappings to sound out unknown words.
- Uses letter-sound correspondence knowledge to sound out unknown words when reading text.

- Recognizes common, irregularly spelled words by sight (have, said, where, two).
- Has a reading vocabulary of 300 to 500 words, sight words and easily sounded out words.
- Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level.
- Shows evidence of expanding language repertory, including increasing appropriate use of standard more formal language registers.
- Creates own written texts for others to read.
- Notices when difficulties are encountered in understanding text.
- Reads and understands simple written instructions.
- Predicts and justifies what will happen next in stories.
- Discusses prior knowledge of topics in expository texts.
- Discusses how, why, and what-if questions in sharing nonfiction texts.
- Describes new information gained from texts in own words.
- Distinguishes whether simple sentences are incomplete or fail to make sense; notices when simple texts fail to make sense.
- Can answer simple written comprehension questions based on material read.
- Can count the number of syllables in a word.
- Can blend or segment the phonemes of most one-syllable words.
- Spells correctly three- and four-letter short vowel words.
- Composes fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, rereading for meaning, and some self-correction).
- Uses invented spelling/phonics-based knowledge to spell independently, when necessary.
- Shows spelling consciousness or sensitivity to conventional spelling.
- Uses basic punctuation and capitalization.
- Produces a variety of types of compositions (e.g., stories, descriptions, journal entries), showing appropriate relationships between printed text, illustrations, and other graphics.
- Engages in a variety of literary activities voluntarily (e.g., choosing books and stories to read, writing a note to a friend).

Second-Grade Accomplishments

- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level. Accurately decodes orthographically regular multisyllable words and nonsense words (e.g., capital, Kalamazoo).
- Uses knowledge of print-sound mappings to sound out unknown words.
- Accurately reads many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common word endings.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level. Shows evidence of expanding language repertory, including increasing use of more formal language registers.
- Reads voluntarily for interest and own purposes.
- Rereads sentences when meaning is not clear.
- Interprets information from diagrams, charts, and graphs.
- Recalls facts and details of texts.
- Reads non-fiction materials for answers to specific questions or for opinion specific purposes.
- Takes part in creative responses to texts such as dramatizations, oral presentations, fantasy play, etc.

- Discusses similarities in characters and events across stories.
- Connects and compares information across nonfiction selections.
- Poses possible answers to how, why, and what-if questions.
- Correctly spells previously studied words and spelling patterns in own writing.
- Represents the complete sound of a word when spelling independently.
- Shows sensitivity to using formal language patterns in place of oral language patterns at appropriate spots in own writing (e.g., decontextualizing sentences, conventions for quoted speech, literary language forms, proper verb forms).
- Makes reasonable judgments about what to include in written products.
- Productively discusses ways to clarify and refine writing of own and others.
- With assistance, adds use of conferencing, revision, and editing processes to clarify and refine own writing to the steps of the expected parts of the writing process.
- Given organizational help, writes informative well-structured reports.
- Attends to spelling, mechanics, and presentation for final products.
- Produces a variety of types of compositions (e.g., stories, reports, correspondence).

Third-Grade Accomplishments

- Reads aloud with fluency and comprehension any text that is appropriately designed for grade level.
- Uses letter-sound correspondence knowledge and structural analysis to decode words.
- Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level.
- Reads longer fictional selections and chapter books independently.
- Takes part in creative responses to texts such as dramatizations, oral presentations, fantasy play, etc.
- Can point to or clearly identify specific words or wordings that are causing comprehension difficulties.
- Summarizes major points from fiction and nonfiction texts.
- In interpreting fiction, discusses underlying theme or message.
- Asks how, why, and what-if questions in interpreting nonfiction texts.
- In interpreting nonfiction, distinguishes cause and effect, fact and opinion, main idea and supporting details.
- Uses information and reasoning to examine bases of hypotheses and opinions.
- Infers word meanings from taught roots, prefixes, and suffixes.
- Correctly spells previously studied words and spelling patterns in own writing.
- Begins to incorporate literacy words and language patterns in own writing (e.g., elaborates descriptions, uses figurative wording).
- With some guidance, uses all aspects of the writing process in producing own compositions and reports.
- Combines information from multiple sources in writing reports.
- With assistance, suggests and implements editing and revision to clarify and refine own writing.
- Presents and discusses own writing with other students and responds helpfully to other students' compositions.
- Independently reviews work for spelling, mechanics, and presentation.
- Produces a variety of written works (e.g., literature responses, reports, "published" books, semantic maps) in a variety of formats, including multimedia forms.